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ABSTRACT

This manual for dropout prevention planning was prepared to assist Florida schools in developing a comprehensive plan for effective dropout prevention programs in compliance with the state's Dropout Prevention Act. The manual is divided into three parts. Part A contains instructions for developing the comprehensive plan, as well as explanations of required components of the plan. Part B contains descriptions of numerous dropout prevention approaches, lists of resources to assess program implementation, criteria for the identification of dropouts, and program evaluation suggestions. Part C addresses each dropout prevention program category separately. Program categories discussed include dropout retrieval, educational alternative, teenage parent, substance abuse, disciplinary, youth services, and community based programs. For each category, statutory criteria, sample goals, program delivery options and components, and examples of promising programs are provided. These items are intended to serve as guidelines and ideas for developing individual dropout prevention program descriptions. Appendices include the Dropout Prevention Act and other relevant statutes, an analysis of dropout rates by district, a table showing births to mothers under 19 by county, forms, information on sources of funding, a list of resource persons, and a program description checklist. A bibliography is included. (ABL)

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Dropout Prevention

A MANUAL FOR DEVELOPING COMPREHENSIVE PLANS

CG 020896

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DROPOUT PREVENTION

A Manual for Developing Comprehensive Plans

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
RALPH D. TURLINGTON, COMMISSIONER

Developed cooperatively by:

Florida Department of Education,
Division of Public Schools,
Bureau of Compensatory Education

and

The Florida Center for Dropout Prevention
College of Education and Allied Professions,
University of Miami
Coral Gables, Florida

September 1986

OVERVIEW OF THE MANUAL

The Dropout Prevention Act addresses the dropout problem by encouraging school districts to establish comprehensive programs designed to help students succeed in school and obtain a high school diploma or its equivalent. The Act requires each school district desiring state funding for dropout prevention programs in 1987-88 to submit comprehensive plans to the Department of Education by December 1, 1986. The purpose of this manual is to assist district personnel in developing a comprehensive plan which contains effective dropout prevention programs.

The manual is divided into three main parts. Part A, "Plan Development Guidelines," contains instructions for developing the comprehensive plan. Also included in Part A are explanations of required components of the plan. This part should serve as the primary reference for meeting the requirements of the Dropout Prevention Act.

Parts B and C are provided for technical assistance in developing effective programs. Part B, "Resources for Program Development," contains descriptions of numerous dropout prevention approaches, lists of resources to assist program implementation, criteria for the identification of dropouts, and program evaluation suggestions. Part C, "Promising Dropout Prevention Programs and Practices," addresses each dropout prevention program category separately. For each category, statutory criteria, sample goals, program delivery options and components, and examples of promising programs are provided. These items are intended to serve as guidelines and ideas for developing individual dropout prevention program descriptions.

The manual is designed in such a way that it may be placed in a binder for greater flexibility. The reader may wish to include in the binder such documents as Dropout Prevention Programs and Resources for Alternative Education, distributed by the Florida Department of Education Public Resource Center, and The Florida Network Directory, published by the Center for Dropout Prevention.

TABLE OF CONTENTS

Introduction

Scope of the Problem ix
Florida Initiatives in Dropout Prevention x

PART A - PLAN DEVELOPMENT GUIDELINES

I. General Information A-1

Goals and Intent of the Legislature A-1
Summary of the Dropout Prevention Act A-2
Timelines A-6
School Board Approval A-6
Plan Format A-6
Coordination with Other Programs A-8
Amendments in Subsequent Years A-8
Projecting Student Membership A-9
Plan Review and Approval A-9

II. General Components of the Plan A-11

Introduction A-11
Dropout Retrieval Activities A-11
Parent, Community and Business Involvement A-11
Coordination with Other Agencies A-12
Early Identification of Potential Dropouts A-12
Employability Skills and Career Awareness A-13
Assignment of a Dropout Prevention Coordinator A-13
Course Modification Proposal A-14

III. Individual Program Descriptions A-17

Program Goals and Objectives A-17
Student Eligibility A-19
Student Admission Procedures A-20
Operating Procedures A-21
Qualifications of Personnel A-21
Staff Development A-22
Evaluation Procedures A-23
Program Budget A-23

PART B - RESOURCES FOR PROGRAM DEVELOPMENT

IV. Approaches to Dropout Prevention B-1

Counseling Approaches B-1
Alternative Curricula Approaches B-3
Incentive Approaches B-5
Parent Involvement Approaches B-7
Tutorial Approaches B-9
Work Related and Business Partnership Approaches B-10

V.	**Early Identification of Potential Dropouts**	B-15
	Dade County District Schools	B-19
	Orange County Schools - Winter Park Compact	B-19
	Panhandle Area Education Cooperative (PAEC)	B-20
	Highlands County District Schools	B-21
VI.	**School and Community Resources**	B-23
	School System Resources	B-23
	Community Resources	B-26
VII.	**A Guide to Program Evaluation**	B-35
	The Need for Evaluation	B-35
	Plan the Scope and Purpose of Evaluation	B-36
	Review Goals and Objectives	B-37
	Plan for Implementation or Formative Evaluation	B-39
	Plan for the Collection of Data	B-41
	Select an Evaluation Design	B-42
	Plan for Data Analysis and Reporting: Summative Evaluation	B-44

PART C - PROMISING DROPOUT PREVENTION PROGRAMS AND PRACTICES

VIII.	**Dropout Retrieval Programs**	C-1
	Statutory Definition	C-1
	Target Population/Eligibility	C-1
	General Program Goals	C-1
	Program Delivery Options	C-2
	Optional Program Components	C-2
	Examples of Programs	C-3
IX.	**Educational Alternative Programs**	C-9
	Statutory Definition	C-9
	Target Population/Eligibility	C-9
	Program Criteria	C-9
	General Program Goals	C-10
	Program Delivery Options	C-10
	Optional Program Components	C-11
	Examples of Secondary Programs	C-14
	Examples of Elementary Programs	C-21
X.	**Teenage Parent Programs**	C-27
	Statutory Definition	C-27
	Target Population/Eligibility	C-27
	Program Criteria	C-27
	General Program Goals	C-27
	Program Delivery Options	C-28
	Optional Program Components	C-28
	Examples of Programs	C-30

XI. **Substance Abuse Programs** C-37

Statutory Definition C-37
Target Population/Eligibility C-37
General Program Goals C-37
Program Delivery Options C-37
Optional Program Components C-38
Examples of Programs C-39

XII. **Disciplinary Programs** C-43

Statutory Definition C-43
Target Population/Eligibility C-43
Program Criteria C-43
General Program Goals C-44
Program Delivery Options C-44
Optional Program Components C-45
Examples of Programs C-46

XIII. **Youth Services Programs** C-49

Statutory Definition C-49
Target Population/Eligibility C-49
Program Criteria C-49
General Program Goals C-50
Program Delivery Options C-50
Optional Program Components C-51
Examples of Programs C-53

XIV. **Community Based Programs** C-57

Statutory Definition C-57
Target Population/Eligibility C-57
General Program Goals C-57
Program Delivery Options C-58
Optional Program Components C-58
Examples of Programs C-59

PART D - APPENDICES

A. The Dropout Prevention Act D-1
B. Item 453, 1986 Appropriations Act D-11
C. Comparison of Current Alternative Education Statutes and CSSB 450, The Dropout Prevention Act D-13
D. Analysis of Dropout Rate for Grades 9-12 As Reported by Florida School Districts D-19
E. Births to Mothers Under 19 by County for 1984 D-23
F. Forms D-27
G. Sources of Additional Funding D-31
H. Resource Persons D-37
I. Program Description Checklist D-39

Bibliography D-41

INTRODUCTION

Scope of the Problem

"Dropouts" is a term which has sparked considerable research and national interest since World War II. However, during the early 1900's, few students graduated from high school. Approximately 81% of the students beginning school in 1900 left school before or during the ninth grade (Wisconsin Vocational Studies Center, 1979). The need for a high school diploma was clearly not as great then as it is now.

Within the past decade, the need for a high school education has increased drastically. Jobs previously available to students without high school diplomas are becoming less available as the labor market becomes more competitive and society becomes more technological. The school dropout problem is contributing to the problems of high youth unemployment and juvenile crime. Persons who have not graduated from high school tend to have higher unemployment rates, are overrepresented in correctional institutions and in public assistance programs, and, if employed, tend to have lower incomes than high school graduates.

Today, national estimates suggest that one out of every four students fails to graduate from high school. According to the Education Commission of the States, 700,000 students dropped out of school during the 1984-85 school year and another 300,000 were chronic truants. In some large cities, the dropout rate exceeds 40%. The rates are considerably higher among minorities and the economically disadvantaged. Students at the bottom of the socioeconomic ladder are dropping out at rates three to four times higher than students from affluent families. However, the problem is not just a minority problem or an urban problem. It concerns all schools and all groups.

Factors contributing to students dropping out of school are varied and complex. They defy a simple solution. The literature suggests that dropping out of school is not an isolated event, but is the result of an interaction among school, personal, family, cultural, and economic factors with events over a period of time. The problem is not well defined. Therefore, school districts are encouraged to establish comprehensive

dropout prevention programs designed to serve high risk students. Schools should also examine policies and practices that contribute to the dropout problem and initiate schoolwide efforts to make all students more successful in school.

Florida Initiatives in Dropout Prevention

Florida's attention to dropout prevention was first reflected in a concern over attendance and truancy during the 1960's. In 1970, school districts began receiving funding to provide occupational specialists in secondary schools. Guidelines describing the duties of occupational specialists include identifying dropouts, providing counseling services and conducting exit interviews of students who withdraw from school. This action marked the first time that a specific category of personnel was assigned to work with dropout prone students.

In 1978, the Florida Legislature addressed the needs of high risk students by enacting a bill authorizing additional funding for alternative education programs. These programs have multiplied steadily and are now implemented in 58 of 67 school districts. The 1984 Florida Legislature established a task force to study the effectiveness of alternative education programs in Florida. This task force issued a report to the Legislature, containing 53 recommendations for program improvement and policy changes. The Dropout Prevention Act addresses many of those recommendations and significantly restructures Florida's efforts to meet the needs of high risk youth.

The first year in which the Legislature specifically funded dropout prevention activities was 1984, when it appropriated $1,000,000 for pilot dropout reduction programs in high schools. In a move designed to provide students with more attention and counseling, the Legislature also approved a measure encouraging school districts to begin "teachers as advisors" programs, in which students receive at least 30 minutes of individual guidance every six weeks. Also, additional funds were allocated for model school adjustment programs for students in the middle grades. Interagency coordination grants were also authorized to help high risk youth become more successful in school through improved coordination among agencies. In the same year, the Department of education awarded a contract to Florida Atlantic University to begin a two year research and

validation study that would yield an early identification profile of potential school dropouts specifically designed for Florida school districts. This study is scheduled for completion in December 1986.

The 1985 Legislature continued to fund pilot dropout prevention programs in certain school districts. At the same time, the Legislature recognized the need to address the ongoing questions concerning dropout prevention and authorized a Florida Center for Dropout Prevention to be established through a competitive bid. The University of Miami received the contract and the Center was established there. The Center's duties include conducting research, identifying exemplary programs, and making recommendations concerning such issues as standardizing definition and data collection activities.

Dropout prevention efforts continue to grow in Florida. The 1986 Legislature enacted the Dropout Prevention Act which authorizes a wide range of dropout prevention activities and programs. Item 453 of the 1986 General Appropriations Act designates $4,125,000 for dropout programs. Community based dropout prevention grants were authorized to encourage more cooperative efforts among schools and community agencies. Additionally, sixteen dropout prevention grants are authorized to be awarded for the purpose of implementing education and child care programs for teenage mothers. The legislation also broadens the scope of the Florida Center for Dropout Prevention to provide for additional technical assistance for school districts which are planning to implement dropout prevention programs.

Dropout prevention programs to be implemented under the provisions of this Act hold great promise for further improving the quality of Florida's public education system. School district, business and community leaders are encouraged to take full advantage of these provisions and demonstrate exemplary efforts to promote student success in school and the preparation for a productive adult life. The dropout problem is not just a school problem; it is society's problem and it requires the combined efforts of all segments of society to produce effective solutions.

PART A

PLAN DEVELOPMENT GUIDELINES

SECTION I - GENERAL INFORMATION

Goals and Intent of the Legislature

The intent of the Act is clearly stated in the language of the sponsors:

> "The Legislature recognizes that a growing proportion of young people are not making successful transitions to productive adult lives. The Legislature further recognizes that traditional education programs which do not meet certain students' educational needs and interests may cause these students to become unmotivated, fail, be truant, be disruptive, or drop out of school. The Legislature finds that the school dropout rates within the state have reached epidemic proportions and that a child who does not complete his or her education is greatly limited in obtaining gainful employment, achieving his or her full potential, and becoming a productive member of society. Therefore, it is the intent of the Legislature to authorize and encourage district school boards throughout the state to establish comprehensive dropout prevention programs. These programs shall be designed to meet the needs of students who are not effectively served by conventional education programs in the public school system. It is further the intent of the Legislature that cooperative agreements be developed among school districts, other governmental and private agencies, and community resources in order to implement innovative exemplary programs aimed at reducing the number of students who do not complete their education and increasing the number of students who have a positive experience in school and obtain a high school diploma."

The goals of the Act are:

1. To reduce the number of school dropouts in Florida.
2. To identify and address the needs of all potential dropouts through innovative educational programs.
3. To make district dropout prevention efforts comprehensive.
4. To promote the coordination of school districts, businesses, community agencies, other governmental agencies and parents in dropout prevention efforts.

Summary of the Dropout Prevention Act

This Act creates Section 230.2316, Florida Statutes, providing for school district dropout prevention programs to include dropout retrieval activities, educational alternatives, teenage parent programs, substance abuse programs, disciplinary programs, and youth services programs. The Act also provides for community based dropout prevention grants and establishes the Florida Center for Dropout Prevention.

Specific dropout prevention programs which school districts may implement beginning in 1987-88 are defined as follows:

1. Dropout retrieval activities are programs and activities designed to identify and motivate students who have dropped out to reenter school in order to obtain a high school diploma or its equivalent.
2. Educational alternative programs are programs which differ from traditional educational programs and strategies and which are intended to help students who are unmotivated, unsuccessful, or otherwise identified as potential dropouts to obtain a high school diploma or its equivalent. These programs are to be voluntary and are to consist of a minimum of three class periods if offered through regularly scheduled courses.
3. Teenage parent programs are programs which provide students who are pregnant or parents with a specialized curriculum to meet their needs. Students may participate in these programs on a voluntary basis and are exempted from mandatory attendance requirements for absences due to pregnancy or childbirth if they make up the coursework missed during absences.
4. Substance abuse programs are agency or school based programs designed for students who have documented drug or alcohol related problems. Programs are to emphasize drug and alcohol abuse prevention and to provide appropriate basic educational services.
5. Disciplinary alternatives are educational programs designed to serve as interventions for students who are disruptive in the traditional school program. These programs may include in-school suspension, alternatives to expulsion, counseling centers and crisis intervention centers. In order to be eligible for

disciplinary programs, students must have a history of disruptive behavior in school or have committed offenses which warrant suspension or expulsion according to the district's code of student conduct. Other provisions relating to disciplinary programs include:

a. Students completing a detention or court adjudicated commitment program are to be evaluated prior to an educational placement and are not to be automatically placed in a disciplinary program.

b. Districts are required to attempt a continuum of educational and student services interventions prior to assigning a disruptive student to a disciplinary program of more than ten days in duration except when the student has committed an offense which may warrant expulsion.

c. Students in in-school suspension programs are to generate state funding at the basic cost factor for their grade level.

6. Youth services programs are educational programs provided for students participating in a Department of Health and Rehabilitative Services or other residential or day youth services program. This category now includes youth services programs provided by agencies other than the Department of Health and Rehabilitative Services. Provisions relating to these programs include:

a. Programs which take place in a wilderness or park setting and are of less than 40 days in duration may limit the educational program to tutoring and teaching employability skills.

b. Students under 16 years old who are in a youth services program are required to participate in the educational program.

c. School districts are encouraged to offer a wide variety of educational programs to students in youth services programs.

d. The Department of Education is authorized to contract with private nonprofit agencies for the provision of educational services to clients of Department of Health and Rehabilitative Services.

School districts desiring to receive state funds for dropout prevention programs in 1987-88 are to submit by December 1, 1986 to the Department of Education, a comprehensive plan describing all the dropout prevention programs and services to be provided by the district. Plans are to include an emphasis on parental and community involvement, coordination with other agencies, a method of early identification of

potential dropouts, dropout retrieval activities, and employability and career awareness instruction. Each program description in the comprehensive plan is to include student eligibility criteria, admission procedures, operating procedures, goals and objectives, qualifications of personnel, budget, schedule of staff development activities, and procedures for evaluating program effectiveness.

School districts submitting plans but choosing not to implement all the specific dropout prevention programs must provide evidence that such programs are either not needed within the district or that the needs of students are already being met through existing public or private agencies or entities, or that the district is unable to provide the program.

Section 230.2315, Florida Statutes, providing for educational alternatives, is to be repealed effective August 15, 1987. For the 1986-87 school year, districts may continue generating weighted funding for alternative education programs currently provided for in statutes and rules.

The Department of Education, in conjunction with the Florida Center for Dropout Prevention, is to develop a manual which assists school districts in developing comprehensive dropout prevention plans. The manual is to be disseminated by September 15, 1986 and is to include the intent and goals of this Act, examples of successful programs, requirements of comprehensive plans, identification of resources, and other information which will assist school districts in successfully implementing this Act.

The Act provides for community based dropout prevention programs to be funded in 1986-87 through competitive grants from the Department of Education to private or public nonprofit agencies for the purpose of supporting and supplementing dropout prevention programs of school districts. (See HB 1380, for funding information on this and other dropout prevention grant programs.)

The Act creates Section 232.302, Florida Statutes, establishing the Florida Center for Dropout Prevention through a competitive grant to be awarded annually. The effect of this provision is to place into statute provisions of the 1985 General Appropriation Act. The duties of the Center are to be expanded to provide more direct support to school districts in their efforts to implement the provisions of this Act.

The Act allows school districts to modify courses in the Course Code Directory to provide effective dropout prevention programs. Modifications must be approved by the Commissioner of Education.

School districts are to submit biennial evaluation reports to the Department of Education documenting the extent to which their dropout prevention programs have met district objectives. The Department of Education is to compile district evaluation reports and submit a report to the presiding officers of the Legislature by February 15 of the second year of each biennium.

Requirements for school districts offering dropout prevention programs to maintain student records and coordinate services with other agencies are similar to those currently required for alternative education programs.

This Act requires district staff assigned to dropout prevention programs to participate regularly in staff development activities as provided for in the district comprehensive plan and master inservice plan.

The Department of Education, in conjunction with the Florida Council on Bilingual Education, is to conduct a study of educational services to students with limited English proficiency and to make recommendations to the Commissioner of Education by March 1, 1987. Recommendations are to include dropout prevention strategies, ways to improve the coordination of educational services, and an appropriate cost factor for teaching students with limited English proficiency.

Section 236.013, Florida Statutes, is amended to authorize school districts to offer dropout prevention programs during the summer. In order to participate in a summer

dropout prevention program, students who were in membership in an educational alternative or disciplinary program must have been in membership for 30 days or for the last 15 days of the regular 180-day term. This restriction does not apply to students in teenage parent, youth services and substance abuse programs.

Review of the 1986 Legislature

Florida Department of Education
Division of Public Schools

Timelines

The Comprehensive Dropout Prevention Plan is to be submitted by December 1, 1986 to the Department of Education. Three copies of the plan are to be mailed to:

Administrator, Dropout Prevention/Alternative Education Section
Florida Department of Education
Knott Building, Room 34L Collins
Tallahassee, Florida 32399

Plans will be reviewed by a task force and notices mailed to school district superintendents by January 30, 1987. This timeline will allow districts to receive approval prior to submitting FTE projections for the 1987-88 school year.

School Board Approval

Each plan is to be approved by the district school board. A cover sheet containing a space for the superintendent's signature and the date of school board approval is provided in Appendix F.

Plan Format

The comprehensive dropout prevention plan is to be written in narrative form and must contain components in the order outlined below. The only Department of Education forms required are the cover sheet and the FA 399 forms to be used for individual program budgets.

I. Introduction

(Suggested contents)

A. District's Philosophy of Dropout Prevention

B. Overview of the Comprehensive Plan

II. General Components (Some of these components may be addressed in individual program descriptions. In such cases, references are to be made in the appropriate sections.)

A. Dropout Retrieval Activities

B. Description of Involvement of Parents, Community, and Businesses

C. Description of Activities for Coordination of Programs with Other Agencies

D. Procedures and Criteria for the Early Identification of Potential Dropouts

E. Instruction in Employability Skills and Career Awareness Activities

F. Assignment of a Dropout Prevention Coordinator

G. Course Code Modification Proposals (Optional)

III. Individual Program Descriptions

Each comprehensive plan must include descriptions of educational programs in categories 2-6 below. If a program is not to be offered in one of these categories, then the plan must document either the absence of a need for this type of program, or the inability of the district to provide such a program.

1. Dropout Retrieval Programs (Optional)
2. Educational Alternative Programs
3. Teenage Parent Programs
4. Substance Abuse Programs
5. Disciplinary Programs
6. Youth Services Programs

Each individual program description in the above categories must contain the following components:

a. Goals and Objectives of the Program

b. Specific Student Eligibility Criteria

c. Student Admission Procedures

d. Program Operating Procedures

e. Qualifications of Program Personnel

f. Staff Development Activities

g. Evaluation Procedures
h. Projected Budget (Use the FA 399 form)
i. Parent/Community/Business Involvement Activities *
j. Employability Skills and Career Awareness Activities *

*If not addressed in the general section.

Coordination with Other Programs

When developing the dropout prevention plan, the district may wish to review other program plans and policies to ensure consistency among them. It may be necessary to amend some policies to enact the district's dropout prevention goals. For example, the pupil progression plan may include curriculum, credit and program policies which are in conflict with new dropout prevention policies stated in the plan. The district's master inservice training plan should include or be amended to include components reflected in the staff development portion of the comprehensive plan. The code of student conduct should also be reviewed to ensure consistency with proposed disciplinary programs.

Other plans, such as those required by the Primary Education Program (PREP), Exceptional Student Education, Student Services, Vocational Education, and Federal and State Compensatory Education Programs, should be consistent with one another and with the comprehensive dropout prevention plan. The involvement of many persons in the development of the dropout prevention plan, as well as a strong district commitment to certain goals, will help to ensure greater consistency among all district programs.

Amendments in Subsequent Years

Beginning in 1987-88, school districts desiring to expand or modify programs authorized by the Dropout Prevention Act are to submit amendments to the Department of Education for one time approval. Districts are to submit such amendments by December 1 prior to the year in which the new programs or modifications are to be implemented. Course modification proposals are considered to be part of the district's comprehensive dropout prevention plan and are to be submitted in the same manner as amendments.

Projecting Student Membership

In order to project student membership in dropout prevention programs for 1987-88, districts are to follow the same procedures now being used for projecting student membership in alternative education programs. Until the 1987 Legislature addresses funding issues, it should be assumed that dropout prevention programs will replace alternative education programs; therefore, districts should follow the usual method of projecting program membership for group II programs.

Plan Review and Approval

Comprehensive plans submitted by school districts are to be reviewed by a Department of Education task force consisting of representatives from each bureau in the Division of Public Schools and other resource persons. The review process will begin December 1, 1986, and is to be completed no later than January 30, 1987.

Below are the general criteria upon which the comprehensive plans will be evaluated.

1. Does the plan satisfactorily address all components required by the Dropout Prevention Act? (Refer to list of items in "Plan Format", page A-6.)
2. Is each component or program consistent with the appropriate provisions of the Dropout Prevention Act?
3. Does each program at the secondary level (with the exception of certain nontraditional wilderness or park programs) lead to a high school diploma or its equivalent?
4. Does the district adequately document reasons for not offering dropout prevention programs in all program categories?
5. Is the plan signed by the superintendent and approved by the district school board?

Approval or rejection of course modification proposals will not affect the approval of the entire plan, but rejection of a course modification proposal may affect the approval of a particular program if the implementation of that program depends on the approval of the proposed modifications.

SECTION II: GENERAL COMPONENTS OF THE PLAN

In addition to individual program descriptions, the Dropout Prevention Act requires each plan to address certain general components. The explanatory remarks contained in this section will assist districts in addressing these components.

Introduction

The introduction should express the district's philosophy or general approach to the problem of school dropouts and contain a general overview of the comprehensive plan. The introduction may also explain how the plan relates to past or current dropout prevention initiatives, and may describe needs assessment results or provide other information as appropriate.

Dropout Retrieval Activities

Each plan must describe the district's efforts to identify and retrieve dropouts back into an educational program. Activities may be implemented districtwide or in individual schools. They may include such strategies as media campaigns, exit interviews, follow up telephone calls or home visits, counseling, contracts or special programs for students who return to school. District efforts are also reflected in the existence of school board policies that encourage dropouts to reenter school.

In addition to general dropout retrieval activities, a district may choose to implement an educational program for returning dropouts. In this case, an individual program description containing goals, objectives, eligibility criteria, and the like must be included in the plan. Otherwise, the description of dropout identification and retrieval activities would appear in the plan only as a general component.

Parent, Community and Business Involvement

This component is to describe specific examples of current or proposed initiatives intended to involve others in efforts to reduce the number of dropouts in the district. Such activities may be designed to promote student success either in or out of school.

If further information on specific activities is to be provided in connection with individual program descriptions, reference should be made to the specific programs. Refer to Section VI for assistance in preparing this component.

Coordination With Other Agencies

This component refers to school district initiatives to coordinate dropout prevention programs with other governmental agencies. The Dropout Prevention Act specifies that "programs shall be coordinated with social service, law enforcement, prosecutorial and juvenile justice agencies in the school district." Some in-school programs that focus primarily on academics may not be required to be coordinated with outside agencies. For most dropout prevention programs, however, some degree of coordination will be appropriate and where appropriate, the plan should contain examples of such coordination. A list of agencies is provided on pages B27-29.

Below are several examples of coordination:

- Sharing records among agencies for the purpose of providing the most appropriate services to students.
- Coordinating activities of a teenage parent program with the local health unit, social service workers, child care providers and economic services workers.
- Implementing cooperative programs between local law enforcement, HRS and the school district to address truancy and the prevention of delinquency.
- Developing cooperative agreements with youth services agencies in which educational programs are provided.
- Participating in multiagency coordinating councils.

Early Identification of Potential Dropouts

Each plan must address a procedure for the early identification of potential dropouts. Section V contains information to assist districts in identifying research based characteristics of potential dropouts, but a validated "potential dropout profile" for Florida has not yet been developed. Therefore, a specific profile need not be included in the plan. Rather, a process for identifying potential dropouts should be presented in the plan and each program description should include specific student eligibility criteria.

An example of a districtwide process for identifying potential dropouts is the development of a list of district dropout prevention programs and student eligibility criteria, and the dissemination of this information to all administrative and instructional personnel. This activity, coupled with appropriate inservice training, will help identify potential dropouts in the district. Additional procedures may be implemented and coordinated with other district programs, such as Primary Education Program (PREP), Vocational Education, Student Services Programs, and Federal and State Compensatory Education Programs.

Employability Skills and Career Awareness

Each program description, especially at the middle school and high school levels, should include activities that prepare students for choosing a career and for participating in the world of work. Such activities must meet the intent of this section and may include specific courses as well as activities conducted by counselors and occupational specialists. They may include career awareness labs, regular community or business presentations, and after school activities. Again, this component should be addressed in a general way, with specific instances included in individual program descriptions.

Assignment of a Dropout Prevention Coordinator

School district superintendents may have already identified a contact person for dropout prevention as well as a contact for alternative education. The contact for both programs may or may not be the same individual. The Act stipulates that each district is to demonstrate a commitment to the program by identifying a Dropout Prevention Program Coordinator. This person is to be responsible for the district's comprehensive dropout prevention program, but may have other duties as well. The plan should specify, if possible, the individual assigned to coordinate the district's dropout prevention programs beginning with the 1987-88 school year.

Course Modification Proposal

A major goal of the Dropout Prevention Act is to encourage school districts to address the needs of potential dropouts through innovative educational programs. The Act authorizes school districts to modify courses listed in the Course Code Directory for students participating in dropout prevention programs.

The Act provides that, "Such modifications must be approved by the commissioner and may include lengthening or shortening of the time allocated to in-class study, alternate methods of assessment of student performance, and the integration of curriculum frameworks or student performance standards to produce interdisciplinary units of study." In the process of developing new programs or preparing descriptions of current ones, a district should consider whether or not course modifications will enhance the program's effectiveness.

An example of a course modification is the development of an interdisciplinary unit of study by combining English I and American History to form a thematic approach to mastering language arts skills within the context of learning the content of the history course. Two credits could be earned for satisfactory completion of the unit, which may be offered in a nontraditional block of time. If credit is to be awarded for both courses, however, revised curriculum frameworks for the unit should not reflect a major reduction in the content of the two courses.

Districts desiring to propose course modifications should include the following items in their comprehensive plans.

- A list of specific courses to be modified
- A description of each proposed course modification
    a. changes in curriculum frameworks
    b. changes in district performance standards
    c. number of hours of instruction required for credit
    d. relationship to other courses (in an interdisciplinary unit of study)
    e. means of assessing mastery of performance standards (if different)

- An explanation of how the modifications will affect the granting of credit to students and promote their meeting graduation requirements
- A rationale for the modification (in terms of student needs, program objectives, special teaching strategies, etc.)

A course modification proposal will be considered within the context of a particular individual program description, but approval or rejection of the proposal will not be a factor in the overall consideration of the district's comprehensive plan. However, the implementation of a particular dropout prevention program may require the approval of certain course modifications. In this case, consideration of the proposed modification will be linked directly to the approval of the program. Such connections should be made very clear to ensure that the review addresses all relevant factors.

SECTION III: INDIVIDUAL PROGRAM DESCRIPTIONS

The comprehensive plan must contain descriptions of each dropout prevention program for which the district wishes to receive state funds. If the district does not plan to offer a program which generates state funds for the category "Dropout Retrieval Programs" no description is required for this category.

Dropout prevention program descriptions should be organized by category. For example, descriptions of programs in the category "Educational Alternatives" should be in the same section of the plan. This organization is essential for proper review in that the Act specifies certain requirements for each type of program. Categories of program descriptions should be labeled and organized in the manner specified in Section I, Plan Format. Justifications for not offering a program in a particular category should be presented in the section where the program description ordinarily would have been located.

For the purpose of organizing the comprehensive plan, a "program" consists of an identifiable set of goals, objectives and strategies, and the program is designed for a particular student population and implemented according to a specified plan. A program may be implemented in one or more schools or agencies. For example, the Intensive Learning Alternative Program (ILAP) is implemented in 15 Hillsborough County Junior High Schools. Therefore, only one program description is required. In the case of multiple sites, a list of schools or agencies implementing the program must be included.

The remainder of this section contains explanatory remarks about required components of each program description. The Program Description Checklist provided in Appendix I may be used to ensure that individual program descriptions contain all elements required by the Act.

Program Goals and Objectives

Many dropout prevention programs may share the same or have similar goals. They are all aimed at providing quality educational services that increase the likelihood that

students will successfully complete their education. The Dropout Prevention Act stresses that programs should lead to a high school diploma or its equivalent. Particular programs may have a number of unique goals. Part C of the manual contains sample goals for each program category. Districts may use these sample goals or develop goals that more directly relate to their own specific programs.

The Goals and Objectives component must contain a list of the program's objectives. Unlike goal statements, objectives are specific outcomes that can be measured or verified. The objectives are the basis upon which the program's effectiveness is to be evaluated. Therefore, the development of clear, realistic, and measurable objectives is important. Below are some examples:

Too general:	"Student grades will improve."
Specific:	"By the end of the school year, 80% of the students in the program will have improved their grade point average by .5 on a four point scale."
	or
	"When compared to grades earned in the traditional school, 80% of the students will have improved grades in at least two subjects by the end of the year."
Too general:	"Students will improve their attitude towards school."
Specific:	"Over 50% of the students in the program will, by the end of the first semester, express a more positive attitude toward school as measured by the school attitude survey."
Too general:	"Fewer students will drop out of school as result of this program."
Specific:	"The annual dropout rate among students participating in the program will be no greater than that of the entire school district as measured by districtwide data collection procedures."
Too general:	"Students in the program will become less disruptive."
Specific:	"Discipline referrals for participating students will be 50% less per year than the last year in which they were enrolled in a traditional school or program."

Student Eligibility

The Dropout Prevention Act provides student eligibility criteria for each program category. These criteria generally establish parameters for school districts to use in developing more specific criteria for different types of programs. Each program description should contain specific student eligibility criteria consistent with those outlined in the Act.

Eligibility criteria for teenage parent programs and dropout retrieval programs are sufficiently specific as presented in the Act. Eligibility for educational alternatives, disciplinary, youth services and substance abuse programs, however, are broad and should be further specified by school districts. When appropriate, criteria should refer to the data or documentation required to determine a student's eligibility. The following examples are not a recommendation, but are provided as a guide.

Educational Alternatives

Statutory Eligibility: "Unsuccessful Students"

District Criterion: "Students who have been retained in one or more grades"

or

"Students who have scored below the 30th percentile on the district's standardized achievement test"

Statutory Eligibility: "Potential Dropout"

District Criterion: "Students who meet four of the seven criteria on the district's official potential dropout profile"

or

"Students who have expressed an intent to drop out when given a dropout profile questionnaire"

Short Term Disciplinary Programs

Statutory Eligibility: "Students who have a history of disruptive behavior in school"

District Criterion: "Students who have been referred to the office for minor disciplinary reason at least three times"

Youth Services Program

Statutory Eligibility: "Students participating in a detention, commitment, or rehabilitation program which is sponsored by a community based agency or is operated or contracted for by HRS"

District Criterion: "Students residing in the HRS Short Term Offender Program located at _____"

A school district may offer numerous programs in any one category. Student eligibility criteria should be developed for each particular program. Also, for certain programs it may be desirable to select students on the basis of program priorities. In this case it is appropriate to include such priorities when addressing student eligibility.

Student Admission Procedures

Procedures for admitting students into a particular program include all the steps from identification to actual enrollment into the program. These steps are to be outlined in each program description. Admission into a youth services program may be quite simple, a matter of enrolling the student and compiling necessary records. By contrast, admission procedures for some educational alternatives programs may be more elaborate. Below is an example of the admission procedures for one educational alternative program now in operation.

- The student completes an application form, which is given to the school guidance counselor.
- The guidance counselor examines the student's records to determine eligibility.
- If eligibility cannot be established through existing records, the guidance counselor administers an appropriate instrument or collects the additional data.
- The guidance counselor completes the student information form and forwards it to the program admissions office.
- The application is reviewed, and the parents and student are contacted regarding conditional acceptance.
- If the program is unable to take additional students, the applicant is placed on a waiting list.

- An interview is conducted and conference with the applicant's parents is held.
- The student is conditionally admitted and given a schedule, student handbook and other program information.
- The student enrolls for a trial period of one week.
- After the trial period, a staffing committee meets to decide if the program is appropriate for the student.
- Once officially accepted, the student completes a withdrawal form and is transferred to the alternative program.

Operating Procedures

This section of the plan should address the following in narrative form.

- Description of Facilities
- Staff Organization
- General Description of Curriculum (Refer to Course Modification Section, if appropriate)
- Number of Classes Per Day
- Projected Average Size of Classes
- Special Teaching Strategies or Approaches
- Grades and Number of Students to be Served
- Student Services Provided
- List of Implementation Sites
- Other Program Components (as appropriate)

Descriptions of operating procedures should be as complete as possible. Descriptions of new programs may be less specific than descriptions of programs currently in operation.

Qualifications of Personnel

Dropout prevention programs often employ nontraditional approaches to promoting student success and keeping students in school. They often require personnel with special characteristics, training or experience. Districts are to address any special qualifications for personnel working in the program being described.

Personnel qualifications need not specify such things as degree level, number of years experience, or performance on a particular test. Rather, qualifications should relate to courses being taught, special strategies being used, or to the ability to effectively serve the student population. Qualifications of personnel in the categories of administration, instruction, and student services should be addressed separately. Other categories may be addressed at the discretion of the district.

Staff Development

Staff development is a key factor in the implementation of any new program. Personnel with experience in traditional school programs often need special training to ready them for new assignments. Staff development activities may be delivered through district inservice training days, school level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, individual study projects, and visits to other dropout prevention programs.

The Dropout Prevention Act requires that staff assigned to dropout prevention programs participate regularly in staff development activities. The comprehensive plan is to include a schedule and description of staff development activities. Specific inservice training components need not be included in the plan, only a list of potential components (by topic) and a general timeline for their delivery. Components may include activities which pertain specifically to unique aspects of the program, as well as more generic activities such as course content related training. Below is a list of inservice training topics appropriate for a variety of dropout prevention programs.

Program Implementation Procedures
Characteristics of the Target Population
Selecting and Using Appropriate Instructional Materials
Matching Teaching Strategies and Learning Styles
Helping Students Set and Achieve Goals
Individualizing Instruction
Counseling in the Classroom
Classroom/Student Behavior Management
Motivating the Reluctant Learner
Promoting Student Success and a Positive Attitude
Competency Based Instruction

Experiential Learning Strategies
Cooperative Learning Activities
Right Brain - Left Brain Instructional Approaches
Improving Parent Involvement
Utilizing Volunteers and Community Resources
Utilizing Peer Tutors
Teaching Problem Solving
Motivating Students to Reenter School
Designing Alternative Curricula
Recognizing and Preventing Substance Abuse
Identifying Students with Learning Disabilities
Teaching Parenting Skills
Meeting the Needs of Pregnant Students
Designing Incentives for Student Success
Content Related Inservice Training
Using Computer Assisted Instruction

Evaluation Procedures

Section VIII, A Guide to Program Evaluation, provides suggestions for developing a comprehensive program evaluation. Each dropout prevention program offered by a school district is to be evaluated for effectiveness and a report is to be submitted to the Department of Education biennially.

The evaluation section of the plan should include a description of how the district plans to evaluate the attainment of specific program objectives. For each objective, the plan should include the type of data to be collected, methods of collection (including instruments if possible), methods of analysis and general timelines to be followed. Information on the format of biennial evaluation reports will be disseminated at a later date.

Program Budget

A copy of the current FA 399 form is provided in Appendix F for reporting a proposed budget for each program. Districts do not at this time have the funding information necessary to develop a specific budget for each program. The current alternative education funding level should be assumed in projecting expenditures. Districts will not be held to specific amounts, but should develop an estimated budget which best reflects the delivery of services planned for the program.

PART B

RESOURCES FOR PROGRAM DEVELOPMENT

SECTION IV: APPROACHES TO DROPOUT PREVENTION

The existence of many factors that contribute to the dropout problem requires that prevention and retrieval programs adopt different approaches or types of strategies. Strategies only work when they serve students who have needs they were designed to address. It is unlikely that a school district would adopt only one approach to preventing dropouts. Approaches must be combined and modified to meet local needs.

In the publication, Staying In...A Dropout Prevention Handbook, Novak and Dougherty identified five general approaches to dropout prevention. This section expands on these approaches and contains examples in the following six areas:

- Counseling Approaches
- Alternative Curricula Approaches
- Incentive Approaches
- Parent Involvement Approaches
- Tutorial Approaches
- Work Related Approaches

In selecting suitable approaches to be adopted, the following questions should be considered:

- Is the primary cause of certain students dropping out a lack of basic skills, lack of interest, feelings of alienation, the need to work, or inappropriate behavior patterns?
- When are the students dropping out?
- What policies or conditions are aggravating the problem?
- What community resources are available?
- What approaches can best address student needs and generate community support?
- What combinations of approaches have been successful in similar situations?

Counseling Approaches

A healthy self concept is an essential ingredient to a student's success in school. Potential dropouts often lack positive feelings about themselves. For this reason, programs designed to prevent students from dropping out of school often contain a counseling component. Such programs include approaches to enhance self awareness, to

personalize the school environment, and to provide assistance in the understanding of one's feelings, and attitudes toward others. These approaches can be used by all personnel who interact with students during the school day. Since counseling needs of students may vary greatly, linkages must be maintained with community mental health agencies. In this way, referrals can be made when professional services are necessary.

Peer Counseling

The goal of peer counseling is to offer students the opportunity of developing a sense of belonging and usefulness. This result is accomplished through the exchange of healthy experiences in a nonthreatening environment. Peer counselors also help one another in various aspects of the decision making process. Students enrolled in peer counseling courses develop effective listening and communications skills which they use to help others become more self aware and self actualized.

Teachers as Advisors

Each student is assigned to a teacher who advises and counsels him concerning academic matters and other school related activities. This strategy is aimed at reducing feelings of alienation and anonymity sometimes experienced by students attending large schools. These feelings are often directly related to students dropping out.

Parent Counseling

Parents of high risk children receive counseling regarding how best to help their children and more effectively deal with their problems. Counseling can be individual, or it can involve the family, or a group of parents sharing similar concerns. Parental involvement in the schools can lead to a child feeling more connected to the school. This feeling may reduce the likelihood that the child will drop out.

Counseling/Rap Room

Some schools have a special room or office devoted to counseling and advising. The room should be comfortable, providing a warm environment for troubled students. Students sometimes furnish and decorate the room themselves.

Former Dropouts Counseling Potential Dropouts

School dropouts who have reentered school often provide positive role models for potential dropouts. They relate "real life" experiences and are living testimony to the consequences of dropping out.

Reality Therapy

Used often by the Florida juvenile justice system, reality therapy focuses on teaching youth to be responsible for their actions. This approach, developed by Dr. William Glasser, is usually implemented in groups. Its aim is to help youth help themselves and others in the group by developing self esteem, and acceptance of others, which in turn can result in positive, constructive relationships.

Student Hotline

A student hotline is a telephone counseling service staffed by professional counselors. Students can call about personal problems or about any questions pertaining to school. The counselors must therefore be knowledgeable about the school system. Night hours may be included to enable students to call in case of an emergency. The counseling service should also serve as a referral service to local agencies such as hospitals, and mental health agencies. This approach may be coordinated through existing community agencies.

Alternative Curricula Approaches

Alternative curricula approaches are based upon the belief that some students need different or alternative learning environments in order to succeed in school. Changing these environments may involve matching teaching strategies to learning styles, providing experiential learning opportunities, relating subjects to central themes, or providing out-of-school alternatives to students who may have special needs and interests. Each of the strategies described below is an example of an alternative to the traditional school program.

Fundamental Schools

These small highly structured schools emphasize academic achievement, high moral standards, self discipline, patriotism, respect for authority and success in reaching goals. High standards for performance becomes a theme reflected in all school activities and in interactions among peers.

Schools Without Walls

Instruction takes place at various locations around the community. Teachers make extensive use of community resources and professional services. Students may spend little time in traditional classes. Academic courses are modified to allow credit for mastering course objectives in a work or other out-of-school setting.

Street Academies

Located in store fronts and other nontraditional facilities within the community, street academies offer programs designed for alienated students and dropouts. Many academies offer individualized instruction, student-teacher contracts, variable schedules, extensive home contact, and work-study activities.

Schools of Visual and Performing Arts

These schools provide traditional courses required for graduation, but emphasize the development of artistic talents through electives and after-school activities. Such programs meet the needs of students who, though academically capable, may desire to begin pursuing or preparing for an art career.

Magnet Schools

Magnet schools often emphasize an accelerated academic program or one which concentrates on a particular academic or special talent area. Students who may not feel challenged in traditional schools may choose to attend magnet schools rather than drop out. Magnet schools usually serve students throughout the school district and are perceived as an alternative to traditional schools.

Environmental Programs

These programs place an emphasis on physical, experiential learning, and survival activities as a way to build self confidence and to motivate students to achieve. Basic skills instruction, community involvement, student volunteer programs, study-travel experiences, survival trips, and interdisciplinary courses are typical components.

Behavior Modification Programs

Comprehensive behavior modification or management programs are often recommended for students who have histories of disruptive behavior in school. Many such programs use point systems and attach a variety of positive and negative consequences to most aspects of school behavior. The school environment is structured in such a way that the student receives frequent feedback on his behavior and academic performance. Reality therapy, self discipline and goal setting strategies are frequently emphasized in behavioral programs. Incentive approaches are also used quite often.

Theme Schools

The curricula of theme schools are centered around a particular theme such as sports, space, animals or art. Teachers plan as teams and develop interdisciplinary units of study that teach academic concepts and skills by relating them to the school theme. Such programs not only make academics more relevant but motivate students by focusing on their special interests.

Incentive Approaches

Attendance Incentives

- Awards and prizes are given to students with the most improved, or the best attendance records. Local businesses may donate prizes to individual students and homerooms with the best or most improved attendance.

- Potential dropouts may work as aides in school attendance/administrative offices. Participating in such activities as tallying the day's absences and calling absent students' homes can help truants and potential dropouts realize the importance of good attendance and enable them to see how diligently people work to encourage good attendance.

- Participation in special events may be linked to minimum attendance requirements.

- Homeroom classes are divided into small groups of five to seven students. Each group has a leader who periodically passes authority to others in the group. When someone is absent the leader calls the absent student's home to find out the reason. Each group competes for attendance prizes given at the end of the term, month, or grading period.

- Potential dropouts may be encouraged to attend school and arrive there promptly if they participate in presenting the morning announcements to the student body.

Achievement Incentives

- Students who earn the highest grades or have the most improved grades receive prizes and other forms of recognition. Potential dropouts are often likely to fall into the latter group and particularly need to be recognized for their achievements. Such practices enable school to become a more rewarding experience for high risk youth.

- Students meet regularly with a counselor, teacher, or administrator to review their academic progress. Such an activity keeps students accountable to more than one faculty member for their school performance, and provides them with an opportunity to receive positive reinforcement for their performance.

- Incentives for attaining goals are sometimes effective with students who have difficulty setting goals and working towards their attainment. Regular goal setting and review sessions are scheduled, and students are rewarded and recognized for having reached their goals.

Positive Role Model and Environmental Incentives

- Successful alumni return to school to speak at assemblies or conduct conferences with potential dropouts. During these visits alumni share positive after-graduation experiences and encourage students to complete their education.

- Field trips may be taken to local colleges; potential dropouts may spend the entire day meeting students and professors, and taking tours of the campus. By becoming familiar with a community college or university campus, and feeling comfortable there, students may have more of an incentive to finish high school and enter college. Some successful alternative programs have been housed on community college campuses.

- Successful alumni may bring potential dropouts to their offices or businesses to show them the possibilities and choices available to them after graduation from high school.

Peer Support Groups

Young people entering high school are organized into groups that include students with varied achievement backgrounds. Students sign a pact stating that they agree to help each other academically, to encourage each other to attend school, or to help each other become involved in extracurricular activities.

Parent Involvement Approaches

Parent-Teacher Contracts

In regularly scheduled parent-teacher conferences, parents agree to help their child at home, attend PTA meetings, and maintain regular communication with the school. The contract is periodically reviewed and modified. These activities increase the number of home-school contacts and gives direction to the involvement of parents.

Parent-Student Social Activities

Parents and students attend dinners, picnics, sports events, and the like. Holding such events results in a community atmosphere which promotes feelings of belonging on the part of students and parents.

Parent Volunteers

Parents can become involved in school by volunteering to tutor students, serve as resource people, or become classroom, office, clinic, or library helpers. Parent volunteers often become more effective contributors to the education of their children.

Tours

School tours are arranged for parents, either during the school day when parents can observe the environment in which their children learn, or after school when tours are more convenient for parents who work. During tours, details about curriculum, clubs, sports, student services and other services are communicated to parents. Parents learn about the activities which are available for their children and, in so learning, become more attached to the school. After the tour, parents are asked to complete a short questionnaire that has been designed to elicit their reactions and suggestions.

Home Visits

Intervention specialists, who provide communication between school and parents of potential dropouts, visit the home and counsel parents on how to help their children become more motivated and successful in school.

Newsletter

Parents learn of school news and activities by regularly receiving a newsletter. By working on a newsletter, potential dropouts often become more dedicated to their school and become motivated to remain there. Potential dropouts also have opportunities to display creative abilities in the newsletter. They can make drawings, or write poems, stories, and articles about their favorite activities, subjects and people. They sometimes discover hidden talents that can be developed further.

Welcome Wagons

"Welcome Wagons" comprised of parents and school staff may visit homes and welcome newcomers to the new school and community. This activity can promote initial feelings of belonging.

Parent Education Activities

A variety of parent education workshops are held at the school. Workshop topics include helping students master SSAT skills, preparing for parent-teacher conferences, and learning homework helper tips. Such workshops are often used to encourage parents to feel more confident about helping their children with schoolwork.

Tutorial Approaches

Research indicates that repeated academic failure is a major factor in a student's decision to drop out of school. Tutoring a student either on a one-to-one basis or in small groups can sometimes make the difference between success and failure. Tutoring takes a variety of forms and must be matched with student needs. It is important that tutors, whether they are students, community volunteers, or paraprofessionals, be trained to:

- teach at appropriate reading and/or math levels
- provide successful learning experiences
- set short term goals
- give praise and rewards for achievement and effort
- provide hands on experiences and use concrete examples whenever possible

Parents as Tutors

Parents of potential dropouts are taught skills which enable them to successfully tutor their children. Studies have indicated that parental help in the home may be one of the most effective means of improving student achievement. Involving parents as helpers may also lead to better parental support of school dropout prevention efforts.

Computer Tutors

Students use computer terminals to work on remediation of basic skills and other academic subjects. Success in such activities may not only help students improve their skills, but may regenerate an interest in school sufficient to encourage students to continue.

Peer Tutors

Potential dropouts are trained and serve as tutors for other students. This approach has produced significant achievement gains for the tutors as well as for the students.

Senior Mentors

Senior citizens with expertise in certain areas volunteer to help students complete school projects or improve academic skills. Senior citizens benefit by feeling needed as they continue to utilize skills while helping children. The students benefit by successfully completing projects. In addition, young people gain respect for the elderly and learn how skills taught in school apply to the world.

Career Mentors

Students who are doing poorly in a certain subject are matched with a tutor who specializes in that area. For example, a student having trouble with math can be tutored by an engineer or a computer scientist. In this way, a student sees that math skills can be essential in the world of work.

Work Related and Business Partnership Approaches

Career Development Programs

A comprehensive career development program is provided through an alternative school program (see the Career Development Program in Section IX). Such programs couple basic academic courses with an intensive exposure to careers. Students completing such programs are often prepared for a vocational-technical program in a specific area, or they may continue in a regular high school program. Such programs are particularly suited for students who are older than most students in their grade and may be more interested in pursuing a career rather than in completing a regular high school program.

Executive Internships

The goal of the executive internship program is to strengthen students' intellectual and communications skills by placing them in challenging situations where they must respond creatively to daily problems and crises. Key decision-makers in various occupations provide settings in which this goal can be accomplished. Program controls ensure educational integrity through continuous monitoring of both executive interns and their sponsors. Four executive internship courses are listed in the Course Code Directory.

Articulated School Based Management Plan (ASBMP)

ASBMP is a strategy for the design and implementation of quality career education programs from kindergarten through grade twelve. A school team is responsible for devising a plan based upon the student's needs and talents. This plan contains career activities and a timeline for their implementation. Roles are defined, individual student career guidance plans are developed, and means for curriculum infusion are determined. The plan proceeds from career awareness on the elementary level to career exploratory experiences on the junior high level, and finally to placement and follow-up on the high school level. Plans also include programs for potential dropouts and exceptional students. Support comes from the district office in the form of inservice training in career education, school visitation, and resource materials.

Work Experience

This program is geared toward exposing middle and junior high school students to meaningful job exploration. Program components include an academic component, employability skills, and on-site work experiences.

Diversified Cooperative Training (DCT)

DCT is a flexible plan for training high school students of employable age in a variety of occupations. The program utilizes community businesses and industrial establishments as training agencies. The instructional program is accomplished by dividing the school day between classroom study and work in a chosen occupation.

Adopt-A-School

This program is an effort to involve the business community in the activities of the public schools from kindergarten to grade twelve. The business partner provides the adopted school with assistance in implementing learning activities, sharing expertise, providing needed supplies, and/or offering activities that enhance student achievement. In return, students provide services for the partner in the form of programs for special events, volunteer work, and the like.

Career Shadowing

Students are matched with sponsors who work in fields that represent the student's career interest. The student is usually paired with an employer or employee whom he "shadows" for a period of time. The student learns firsthand what a particular career choice requires in the way of skills, training, and preparatory education.

Career Awareness Labs

Labs provide hands on experience in simulated "world of work" settings. Students learn about various careers by using actual equipment, by reading about different occupations, and by following instructions in the performance of job related activities.

Career Fairs

During a specific period of time, local business and industry representatives set up displays which inform students of possible career choices. In some instances, representatives from the business community visit the classroom or group setting to talk about their chosen careers. These activities help students plan their educational program more appropriately and encourage them to develop realistic perceptions of the nature of some careers.

Job Fairs

An outgrowth of career fairs, job fairs are designed to give high school seniors experience in interviewing and job hunting. Recruiters from business and industry set up booths for this experience and, in some cases, hire students on the spot.

Career Awareness/Basic Skills (CABS) Program

CABS is a major effort to integrate career related curriculum into the elementary classroom. It is an incentive program which provides "hands-on" learning, motivation, and academic reinforcement to students. CABS applies basic skills to practical projects through simulated and actual work settings.

Cities-in-Schools

This program works by creating a partnership among the private business sector, human and social services agencies, the school, and parents. Using the school as a focal point, the program integrates community resources into the school. Career awareness is an integral part of the program, as is the cooperation of partners in supporting student success in school.

Explorer's Club

This partnership with the Boy Scouts of America concentrates on career awareness exploring for junior and senior high school students. Speakers and field trips are two components of the programs.

Junior Achievement

A private enterprise project, this widespread program seeks to introduce students to entrepreneurial activities. Project Business, a division of Junior Achievement, concentrates on business leaders as consultants in the classroom, focuses on eighth and ninth graders, and seeks to introduce young people to career opportunities in business.

Partners for Excellence

Partners for Excellence joins the business community with the school system for the purpose of improving the overall quality of education for students. Partners may work with an individual school or with the school system as a whole to achieve mutually agreed upon objectives that are achieved by matching business resources with the needs of schools. This approach uses a variety of approaches described in this section.

SECTION V: EARLY IDENTIFICATION OF POTENTIAL DROPOUTS

The early identification of consistent characteristics of school dropouts has been a major issue in understanding the complex school dropout problem. The complexity of the dropout problem is further aggravated by the many factors that seem to contribute to students dropping out. Studies have identified factors related to school, the family, economic status, race, sex, and personal characteristics. The literature strongly suggests that dropping out of school is not an isolated act, but a process that takes place over a period of time. The act of dropping out is the culmination of a complex interaction of events and factors over a period of time.

A growing number of researchers and educators believe that potential dropouts can be identified as early as elementary school. Using a potential dropout profile to identify high risk students, prevention measures may be initiated early to help students become more successful in school and complete their high school education.

A national longitudinal study, "High School and Beyond", sponsored by the National Center for Education Statistics (1983), followed 30,000 high school sophomores attending 1,105 schools across the nation. The study gathered data on reasons why students dropped out, using self reports of school dropouts. These self reports revealed the following major reasons for dropping out:

- dislike of school
- poor grades
- marriage, or plans for marriage
- pregnancy
- choosing to work

(Data gathered from self reports are important, but may be less than reliable due to the tendency of some students to rationalize their reasons for dropping out.)

The "High School and Beyond" study also examined the significance of background variables among school dropouts. Two such variables were determined to be quite significant; socioeconomic status and race/ethnicity. The highest dropout rates were

seen among students from low income families and among black and Hispanic students. Results from other studies support these findings, indicating that these factors, coupled with others, may be useful in identifying high risk students early in their schooling.

Using a sample of 127 marginal high school students, Alpert and Dunham (1986) developed a predictive model that correctly identified 99% of the dropouts and 84% of the students who remained in school. The five variables that distinguished the two groups were the following:

- disruptive behavior in school
- self reported success in school
- perceived relevance of school
- parental monitoring of the youth's whereabouts
- peer influence (as measured by the number of friends who had dropped out of school)

A number of studies have pointed out the importance of family structure and other variables in identifying potential dropouts. Those other variables include the educational level of parents, the presence of both parents in the home, the degree of family harmony, and the effectiveness of parents in dealing with their children.

The following list of dropout indicators represents a composite of profiles found in the literature:

School related factors

- absenteeism/truancy/frequent tardiness
- poor grades
- discrepancy between ability and performance
- reading level not commensurate with grade level
- difficulty learning math skills
- verbal deficiency
- inability to tolerate structured activities
- lack of basic skills

- lack of definitive educational goals
- feeling of alienation from school
- belief that the school doesn't care
- failure to see the relevance of education to life experience
- limited extra-curricular involvement
- two or more years older than peers
- frequent change of school
- retention in one or more grades
- disruptive classroom behavior

Family factors

- residence in a single parent home
- tendency to come from low income families
- poor communication between home and school
- siblings or parents who are dropouts
- low educational level of parents
- excessively stressful home environment
- limited parental monitoring of students activities
- lower parental expectations
- dysfunctional family
- fewer study aids present in the home
- parents are migrant workers

Personal factors

- inability to identify with peer group
- friends all outside of school
- poor social adjustment
- difficulty relating to authority figures
- disruptive behavior and rebellious attitudes toward authority
- frequent health problems
- experience of some form of emotional trauma
- poor self concept
- more hours per week spent on a job
- responsibility of raising one or more children

- lure of more immediate gratification (outside jobs, wages, experiences)
- overrepresentation among chemical users, delinquents, and persons who attempt suicide
- above average or below average intelligence
- early assumption of adult roles

The Department of Education has contracted with Florida Atlantic University to develop and validate a potential dropout profile for Florida school districts. Now in the second year of the project, FAU researchers Barbara J. Ehren and B. Keith Lenz have collected data on over 900 students across the state. Based on research into the use of other profiles, as well as the experience of applying profile characteristics, Ehren and Lenz have made the following observations:

1. Identification studies with the highest accuracy frequently use data not readily available in student records (e.g. interviews, observations, and peer tracking).

2. Some identification systems use "catalyst variables" (events that immediately precede the decision to drop out). Profiles relying on these variables cause identification to occur too late and ignore more long term factors.

3. Profiles that consist of a list of variables or criteria often do not provide adequate direction to the practitioner because they do not:

   a. identify which are the most important factors

   b. account for certain combinations of variables that may be predictive of a school dropout

   c. identify the critical times at which certain events must occur

   d. adequately define the variables on the list

4. Identification systems may not be related to the available interventions. Many systems or profiles contain a wide variety of factors that are not addressed by existing dropout prevention programs in the district.

5. Although variables such as socioeconomic status, sex, and racial/ethnic group often have predictive power, these are fairly useless when the majority of a school's student population is associated with these variables.

6. Profiles view dropping out as being caused by "student problems" rather than "system or school problems." Recent research indicates that some school characteristics may be as important as characteristics of students attending them, and that both points of view should be considered in addressing the dropout problem.

These observations should be kept in mind when developing a system for identifying potential dropouts. No identification system is infallible, but one carefully designed to avoid these pitfalls may become a useful tool for taking effective preventive action. Below are several examples of how some Florida school districts are currently utilizing identification systems.

Dade County District Schools

The profile used to identify potential school dropouts in the Dade County Public Schools was compiled from various research studies. The potential dropout profile is computerized and sent to secondary school principals in Dade County. It is used as a probability indicator and as an identification/counseling tool. In order to identify at risk students, principals share the profile with counselors, assistant principals, occupational specialists, teachers, and others who would find this information useful.

- 18 or more occurrences of absence in one school year (Fridays and Mondays count as two absences each)
- two or more years older than the average age for the grade level
- reading stanine less than 4
- three or more schools attended
- three or more D's or F's for the most current grading period
- total days of indoor or outdoor suspension in one school year
- severity (matches two or more of the profile criteria)

Orange County District Schools - Winter Park Compact
Winter Park High School

The Winter Park Compact is directed by a committee which gathers and disseminates information on potential dropouts. The committee consists of an occupational specialist, dean of students, social worker, police liaison officer, teachers, and counselors, all of whom meet regularly. The committee has developed a profile which helps school personnel identify at risk students early. Student grades, attendance records, discipline records, and staff comments are compiled into a data base which gives current profiles of students.

Consultants were hired both to help the staff set up the computer data base and to assist in training personnel to identify potential dropouts. Checklists are distributed to teachers and staff who make referrals and recommendations according to specified criteria. To identify potential dropouts among entering ninth grade students, the potential dropout checklist is sent to Winter Park High School's five feeder schools.

Panhandle Area Education Cooperative (PAEC)

The Panhandle Area Education Cooperative provides educational services to Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Liberty, Walton, and Washington County School Districts. PAEC has developed a profile to identify potential school dropouts. In developing the profile, characteristics of actual dropouts were identified by guidance counselors, and the most common characteristics were compiled into a list. A computer data base was developed which includes a record system of all students, grades K through 12. These records include potential dropout identifiers that become part of a student's permanent record. A report identifying elementary, junior high, and senior high school students who exhibit high risk characteristics, is compiled by PAEC and distributed to school guidance counselors. They, in turn, help plan appropriate intervention/prevention programs to keep these students in school. Characteristics include:

- academic achievement (as measured by classroom performance, grades, state assessment data, and district achievement test reports)
- teacher evaluations and input from other district/school personnel
- irregular attendance patterns
- inappropriate behaviors resulting in disciplinary actions
- problems resulting from pregnancy
- economic pressures from the family and/or student's needs
- linkages with other social agencies

Highlands County District Schools

In order to identify high risk students, the Highlands County School Board contracted a private consulting firm to compile characteristics of dropouts and to develop a profile of the dropouts in Highlands County. By studying dropouts from the 1985 graduating class, the researchers were able to provide a descriptive analysis of the dropouts, including subgroup profiles, and a prediction model for identifying potential dropouts as early as the sixth grade. Characteristics of dropouts are contrasted with school completers at the time the students were in fifth and sixth grades. Demographic and family information, grade progression, attendance, disciplinary history, achievement test scores and academic progress are included.

In addition to a general profile of dropouts, descriptions of subgroups such as white males, white females, minority males, minority females are presented. Using fifth and sixth grade Highlands County student data, the researchers developed a statistical model to predict dropouts. The statistical model produces a student's screening score. Students who score below a certain level are identified as high risk for dropping out and are recommended to participate in dropout prevention programs. A committee of the principal, guidance counselor, and teacher decides to admit the student into the program. The statistical model includes the following variables

- math grade point average
- reading grade point average
- MAT math and reading scores (6th grade)
- special education enrollment
- remedial instruction
- summer school enrollment
- absences in fifth and sixth grade
- number of grades retained
- gender

SECTION VI: SCHOOL AND COMMUNITY RESOURCES

Dropout prevention and retrieval programs require the utilization of school system, business, and community resources. This section addresses the identification and utilization of many of these resources.

School System Resources

Planning a dropout prevention program involves important decisions regarding school facilities, human resources, instructional resources and maintaining program support. An understanding of the structure and process used for allocating school district funds and resources contributes greatly to the ability of a program administrator to meet the program's resource needs.

School Facilities

Dropout prevention programs are usually housed in one of three types of locations:

- a site apart from a regular school
- a reserved location within the home school
- no permanently assigned space

Dropout prevention efforts are sometimes appropriately housed in a location separate from a regular school. Alternative schools and some disciplinary programs frequently choose off-campus locations. Often a program planner must be resourceful in obtaining a separate facility. He or she might consider using:

- a school building not in use
- portable classrooms
- space in an administration building
- an available community agency building

There are distinct advantages to housing a program in a separate site. Some of these are described below:

- The program can serve a large number of students
- Alienated students may acquire a new sense of ownership and affiliation with the "new school"

- Programs with different organization, rules, and curricula are easier to implement in a separate facility
- Marginal students are not unfavorably compared with higher achieving students

It may be desirable to house a program within a regular school. The program may be part time or may serve only a small number of students, and thus not require a separate site. Even larger "school within a school" programs benefit from the variety of support services and course offerings available in a larger school facility. Some advantages of housing a dropout prevention program in a regular school facility include:

- It is usually less expensive to implement and maintain the program.
- Students continue to be in contact with friends and are exposed to a wider variety of potential role models.
- Return to the basic school program is often easier to facilitate.

Certain types of prevention efforts, however, may not require a permanent location, but can be delivered using temporarily assigned space. These programs include:

- programs directed at the entire school population
- programs that are flexible enough to use space as needed (e.g., peer tutoring, and short-term projects or activities)
- programs that easily interact with other regular school programs (e.g., group counseling in the counselor's office)
- programs of an extracurricular nature held after school, evenings, or on weekends and holidays

Some advantages of not having a permanent location include:

- A program may be implemented with a limited budget, or where space is at a premium.
- Not having an easily identified program area may inhibit the negative labeling of students.
- New programs may be more acceptable to staff if they don't disturb current facility and resource arrangements.

Instructional Resources

Selecting appropriate instructional resources is critical considering that many potential dropouts have not met with success using traditional materials. Specially developed materials are often required to motivate reluctant learners, deliver individualized

instruction, or utilize interdisciplinary units of study. The nature of the program and specific needs of the students should be carefully considered in selecting or developing instructional materials and equipment.

Acquiring or developing special instructional resources can be expensive and time consuming. New programs rarely have the funds or staff to meet these needs. Identifying other resources in the school system and community can help to relieve this problem. Often, district media centers, compensatory programs, vocational programs, Chapter II programs, science equipment allocations, and subject area budgets can be sources of additional resources. Tapping community resources such as public libraries, postsecondary institutions, museums, historical societies, civic clubs, chambers of commerce, and local businesses can also provide needed resources.

Limited budgets require program administrators and teachers to be selective in obtaining commercially developed instructional resources. Below is a list of questions to consider in evaluating them:

- Who will use the material? Is the material appropriate in its reading level, style, and content for this audience?
- How will the material be used? Is it designed for independent instruction or as a supplemental text? Is the material well designed for this use?
- What program objectives will be operationalized by this material? How well will the material meet these objectives?
- How attractive is the material? Is it likely to be accepted by the students?
- How appropriate is the content? Is the content adequately covered, current, and accurate? Is there any evidence of racism, sexism, or elitism?
- Is the content of the material consistent with requirements of the course or courses for which it is to be used?
- How well organized is the material? Will it be easy for both instruction and learning? Does the material feature special helps such as glossary, maps, or ideas for further study?
- Is the teacher's guide, if any, well presented?

Human Resources

Program directors consistently point to their staff as the most important resource and the primary reason for program success. This is true in most program success stories. This section serves primarily as a reminder of the importance of competent and committed personnel.

Regular classroom teachers are a vital element in reducing school dropout rates. Because dropping out is a process that may begin quite early, classroom teachers should be trained to identify and help young high risk students become more successful in school. In addition, regular classroom teachers are a major referral source for dropout prevention programs. They also contribute by providing encouragement and appropriate instruction to students who are participating in part time programs or returning to the regular program.

"Good" teachers in dropout prevention programs probably have the same knowledge, skills, and personal characteristics as effective teachers in regular classrooms. Perhaps there is greater emphasis placed on personal characteristics, such as being people/child oriented, patient, understanding, enthusiastic, innovative, and communicative. Articles and reports indicate that dropout programs place less emphasis on academic preparation and content knowledge than do regular programs. Teachers in special programs for high risk youth must be versatile because they often teach a variety of courses to students in several grades.

Human resources include all personnel working in the school. Each person potentially plays an important role in supporting dropout prevention efforts. Many can contribute directly as resource persons sharing their experiences, knowledge and special skills.

Dropout prevention programs should also attempt to cultivate and maintain out-of-school human resources as an important aspect of program effectiveness and continuation. The following section on out-of-school resources will describe the ways in which business, industry, labor, governmental agencies, parents, community organizations, religious groups, and other educational agencies can significantly affect dropout prevention efforts. These resources can make valuable contributions in a myriad of areas: direct program services, fundraising, advisory committees, public relations, referrals, volunteers, job experience, etc.

Community Resources

What are Community Resources?

Community resources are entities within the community, which may be public, private, for profit, or not for profit, that provide a variety of health, social and support services

that can assist in dropout prevention efforts. Because the dropout problem involves a complex relationship between in-school and out-of-school factors, a comprehensive prevention program must utilize the services that are most appropriate in order to meet individual student needs. Out-of-school resources can reinforce or supplement school based programs and services. Obtaining appropriate services for a particular student, therefore, may require tapping in-school resources, out-of-school resources, or a combination of efforts from both sources.

Getting the Community Involved

Getting the community involved in dropout prevention usually requires attention by the news media. School districts, however, are sometimes reluctant to draw attention to instructional problems. But an informed community is better able to comprehend and help respond to the problem. School personnel should make a special effort to meet with community political, management, business, service agency and organization leaders to provide dropout information and assist in planning for service resources.

School based programs and community services must work together in a team effort, pooling resources to provide comprehensive solutions for complex student needs. Many of the activities in school based programs can be reinforced or supplemented with community services, such as special academic tutoring or instruction, counseling services, special clubs, vocational training and planning, etc. Some community services, however, cannot as easily be applied in the schools, but may coordinate services with school programs. Some of these services may be in the form of juvenile delinquency programs, drug abuse treatment, employment services and social welfare services. Some school districts and other agencies have compiled catalogs of local resources to help staff identify and obtain community resources.

Government Agencies

Establishing support and obtaining services from government agencies is best achieved through positive communication and interaction with these agencies. Government agencies can provide a wide range of public funded service programs that may be easily seen as dropout prevention support systems (outreach or intervention programs, mental and physical health services, juvenile delinquency prevention, vocational training, etc.). Some agency services may not appear to relate directly to dropout prevention, but may

address factors that contribute to the problem. Some of these services include economic and social welfare services, maternity and infant care, rehabilitation, parks and recreation programs, and employment services.

Organizations

Many organizations do not operate by legislative mandate or funding. These include a wide range of public, personal, business and religious service organizations. Examples of such organizations are provided at the end of this section.

In obtaining support of any organization or agency, it is important to stress common concerns and the need for partnership in dropout prevention strategies. The more clearly a common concern or goal can be established the more likely effective prevention strategies can be developed and maintained. As with government agencies, there are many ways in which service organizations can become involved in school dropout prevention efforts either on- or off-campus. A student might receive needed clothing from Goodwill Industries, counseling from a church organization, eyeglasses from Lions Club, have a Big Brother, become a Boy Scout, receive academic tutoring from Upward Bound or the public library, or receive job counseling and placement from the Urban League. Services that involve larger groups of students include school substance abuse awareness programs by MADD, recreational activities by YMCA, delinquency or truancy prevention programs by Optimists, health services by hospital or health clinic groups, or fundraisers and special activities by parent/teacher associations. The types of available service organizations will vary considerably throughout the state, underscoring the necessity for each school district to have their own complete local service directory.

Partnerships

Partnerships between businesses and public school systems are growing rapidly in Florida. Business and community leaders recognize the need and potential for channeling private sector expertise, skills and resources into improving educational services to all students. These same leaders recognize the importance of student success in school and are keenly interested in contributing to a well educated pool of potential workers. The full benefit of these resources, however, depends on the

identification and coordination of services. School system personnel may have to take the initiative in starting this process.

Organizations, agencies and programs that can help to establish business/school partnerships include: large corporations, small businesses, Adopt-A-School, Adventure in Business, A.F.L./C.I.O., Farm Bureau, Farmers Union Cooperatives, Hospitality/Health Service Program, Partners in Education, Junior Chamber of Commerce, airlines, banks, computer companies, the hotel and restaurant industry and local businesses.

Some ways in which business support can assist in dropout prevention efforts are by:

- providing job sites and supervised work experience for students
- serving as volunteers
- providing financial and material assistance
- providing career information and/or counseling
- providing occupational or job-seeking training
- providing program information to their employees (many of whom are parents in the community)
- helping dropout prone students see the need for their own education
- sponsoring incentive programs for students

Dropout prevention staff and advisory committees who take the responsibility for developing, implementing and maintaining business/school partnerships should be especially sensitive to abiding by organizational protocols. There should be respect for proper channels of community, sharing of responsibilities, and continual evaluation for appropriate and meaningful utilization of business support.

Volunteers

Florida has an established and highly successful statewide school volunteer program. The vast majority of public schools in Florida benefit from volunteer services. Program administrators should not overlook this valuable community resource. The first step is to contact the school district's volunteer coordinator to help establish a program. The Department of Education also provides materials and technical assistance in this area.

Volunteers can come from businesses, clubs, government agencies, churches, civic groups, parent teacher organizations, colleges and universities or serve as individual parents, senior citizens and other concerned citizens. Their services range from direct instruction to fundraising. Program needs often give rise to new ways that volunteers can help improve education.

Other Education Providers

Postsecondary systems and other education providers can be both cooperative and innovative in responding to dropout prevention. High school dropouts who lack basic skills and a high school diploma are potential students lost to these institutions.

Local university and college resources can provide independent study, extension courses, or study by correspondence. These services can be helpful to the bright student who does not feel challenged, the underachieving student who may need help through high school, the working student who cannot attend regular school full-time, the pregnant student, or the student who seeks the development of a vocational skill. College and university resources can also be valuable in providing teacher inservice training, volunteers (student teachers, tutors, advocates), and work-study opportunities. They may also sponsor grants, give administrative assistance, and provide research in dropout prevention related areas.

Vocational and technical education systems can provide support to dropout prevention efforts through specialized vocational courses (not available in K-12 schools), career counseling and exploration, and alternative education programs. Vocational and technical education systems can also further provide specialized instructors and materials, volunteers, specialized inservice training, career awareness programs, and co-sponsor activities related to dropout prevention efforts.

The remainder of this section contains a more specific reference list of community service providers that may assist dropout prevention efforts of any school district. This list is not intended to be exhaustive, nor is it a directory of specific resources found in each school district. Its sole purpose is to stimulate awareness of potential community resources.

Resources for Dropout Prevention Program Categories

Educational Alternatives

- Basic Education and GED programs
- Job Training Partnership Act (JTPA) programs
- Public Library Educational Services (reading instruction)
- Upward Bound (extra-educational assistance)
- Adult Education Centers
- Vocational-Technical Schools
- Urban League
- Private Education Foundations
- Alternative Schools
- Exceptional Student Education programs
- Schools of Visual and Performing Arts
- Community Colleges
- Universities
- Environmental Laboratories

Substance Abuse

- Community Alcohol and Drug Abuse Agency
- Alcoholics and Narcotics Anonymous
- Al-A-Teen Family Groups
- Mothers Against Drunk Drivers (MADD) and Students Against Drunk Drivers (SADD)
- Hospital Drug Treatment Programs
- Care Unit (hospital treatment programs)
- Cocaine Hotline
- "Spectrum" or "Concept" House (residential treatment)
- HRS Alcohol and Drug Abuse Program Office

Teenage Parent Programs

- HRS Public Health Unit
- Planned Parenthood
- Youth Development Services
- Catholic Community Services
- Women's Health Organizations
- YMCA and YWCA
- 4-C Child Care Providers
- Children's Home Society
- Mental Health Associations
- Governor's Constituency for Children
- HRS Maternal and Child Health Office

Disciplinary and Youth Services

- Juvenile Alternative Service Project (JASP) (Youth Development Services)
- Children, Youth and Families Program Office (HRS)
- Alternative Youth Employment Strategies (AYES) (for girls)
- Juvenile Outreach Programs
- Optimists
- Department of Youth and Family Development
- Police Social Work Delinquency Intervention Programs
- Youth Leadership Crime Prevention Program (STOP)
- YMCA, YWCA
- Urban League
- County Commission Youth Programs
- Juvenile Court Judges
- Eckerd Youth Development Foundation
- HRS (youth residential or day service programs)
- Marine Institutes
- Sexual Assault Treatment Centers
- HRS Public Health Services
- Child Protection Teams
- ASPIRA of Florida
- Law Enforcement Agencies

Resources by Type of Services Provided

Community Mental Health

- HRS Youth and Family Services
- Kids in Distress
- Sexual Assault Treatment Center
- Family Counseling Center
- Mental Health Association
- Youth Development Services
- Jewish Family Services
- Catholic Service Program
- Christian Community Service Agency
- United Way
- Crisis Hotline
- Association for Retarded Citizens
- Psychiatric Emergency Services (crisis, hospitals)
- Pastoral Counseling Services

Other Health Services

- Community Health Clinics
- Hospital Clinics
- County Health Units
- Blind Services, Florida Department of Education
- Easter Seal Centers
- Childrens' Medical Services (HRS)
- Rural Health Clinics

Recreational Services

- Boys-Girls Clubs
- YWCA, YMCA
- Boy Scouts and Girl Scouts
- Little League
- City and County Parks and Recreation Division
- Jewish Community Centers
- Catholic Community Centers
- Partners for Youth

Employment and Vocational Training

- Job Service of Florida
- County Office of Job Training Coordination
- State of Florida Office of Vocational Rehabilitation
- Vocational-Technical Institutes
- Job Training Partnership Act (JTPA) Programs
- Career Development Services/Youth Employment
- Florida State Employment Service
- Opportunity Industry Center (O.I.C.)
- Jewish Vocational Service
- Urban League
- Center for Career Development Services

Youth Summer Employment

- Job Service of Florida
- Urban League
- YMCA, YWCA
- Neighborhood Service Centers
- Lutheran Ministries
- Employment and Training Consortium
- Chamber of Commerce

Community Service Organizations

- Senior Citizens Services
- Salvation Army
- Goodwill Industries
- Red Cross
- Catholic Community Services
- Jewish Community Services
- Big Brothers and Big Sisters
- Neighborhood Service Centers
- Kiwanis, Elks, Optimists, Lions, and Rotary Clubs
- Elks Club
- Emergency Care Help Organizations (ECHO)
- Jaycees and Jaycettes
- Junior Achievement

- Parent-Teacher Organizations
- Chamber of Commerce
- Community Action Agencies
- United Way
- Upward Bound

Evaluation of a school's need for out-of-school support services should be done as soon as possible. Such evaluation must be an ongoing process that is carefully updated and monitored. Some community resources will come and go, some will expand or become more specific, and some will be shown as exemplary while others are less effective. It is the appropriate matching of student needs with school based and community support services that provides the solid foundation necessary for effective dropout prevention efforts.

SECTION VII: A GUIDE TO PROGRAM EVALUATION

The Need for Evaluation

Evaluation is an integral part of effective dropout prevention programs. It is a process by which information about program implementation and effectiveness is collected, analyzed, and reported. The Dropout Prevention Act requires school districts to evaluate dropout prevention programs and submit reports to the Department of Education on a biennial basis. An evaluation should be conducted for other reasons as well. These reasons include:

Program Quality

Monitoring program activities is a necessary and ongoing evaluation activity designed to ensure that the program is being implemented in accordance with an overall plan. Such activities include checking timelines, reviewing records, observing classes, and conducting interviews.

A program plan may call for specific activities to be conducted at certain times. The success of these activities should be evaluated during the program period to allow for modification of components that do not contribute to the success of the program.

Program Compliance

If the educational program is a part of a program which has authorizing statutes or rules, then formative evaluation must include a compliance component. Monitoring compliance requires many of the same activities conducted in the general monitoring process. Failure to comply with regulations may result in the loss of funding or the elimination of the program.

Local Decision Making

School district managers, superintendents and board members generally require some evidence of effectiveness before continuing a discretionary program. Evaluation data become even more crucial when additional local funds are required to sustain a program. Decision makers typically want to see data showing student achievement gains, improved attendance, or the reduction of school dropouts, suspensions, or

expulsions. The official goals of the program become important because evaluation results must address them.

State Decision Making

The Legislature, Department of Education, or other state funding agencies often require evaluation data for making decisions concerning the continuation, reduction, or expansion of a program. The failure of programs to produce such data may lead to the withdrawal of funding.

Program Dissemination

Programs are deemed to be "model" or "effective" if supported by conclusive evaluation data showing significant gains. Without such data, programs can only be considered "ideas with potential." Having a model program brings a school district recognition and a lasting positive image.

Evaluation is an activity that takes place prior to the end of a project period or school year. It must be thoroughly planned and implemented throughout the school year in order to produce valid results that can be presented in a summative report. This section contains a list of steps designed to guide program administrators in developing evaluation guidelines for dropout prevention programs.

Plan the Scope and Purpose of Evaluation

The basic purpose of the dropout prevention program evaluation may be to produce a summative report to the Department of Education. However, there are other groups interested in the program and other uses for evaluation results. It is likely that more than one type of evaluation report will be required because different audiences have different interests and requirements. The following steps may be helpful in determining the scope and purpose of the evaluation.

- Identify the audiences (students, staff, superintendents, school board, parents, advisory committee, community) who will receive evaluation results.
- Determine what questions these groups want a program evaluation to answer.

- Determine what kind of information each group will accept as evidence for answers to its questions.
- Identify the resources required to provide different types of data.
- Make decisions on what specific questions the evaluation will address.

The purpose and scope of the evaluation may be expressed through a set of evaluation questions. These questions may address any program component and may include outcomes as well as program implementation issues. Below is a list of sample questions.

- How many students have been involved in the program?
- What percent of participating students earned a high school diploma?
- How have participants' attitudes toward school and work changed during the last year of the program?
- How much does the program cost?
- What is the per pupil cost?
- Has student attendance improved significantly?
- How well was the program managed?
- What is the current type and level of community involvement in the program?
- What has the program done specifically to influence these results?

Review Goals and Objectives

Goals

Dropout prevention programs are designed to accomplish certain goals. These goals provide direction to the program. It is important from a program and evaluation perspective that goals be clearly stated. The following is an example of a clearly stated goal:

> "The program will result in the reduction of the overall district rate of dropouts in grades nine through twelve."

According to Morris and Fitz-Gibbon (1982), the statement of a goal should be:

- Clear to all involved in the program
- Agreed upon by the program planners and funding agencies
- Clearly identifiable as dealing with either ends or means
  - "To establish and implement a specific dropout referral criteria and referral process system" (means)
  - "To increase the parents' educational involvement with their children" (ends)
- Realistic in terms of the time and available funds

Objectives

A program objective is a statement of certain outcomes that, if exhibited by program participants, indicate that the desired changes have occurred. Program objectives should be specific and should specify outcomes that can be measured. For example, "Student attendance will improve" is an objective which is not measurable because it does not specify the degree of improvement, to what year attendance rates are to be compared, or when the improvement will occur. "By the end of the school year, 85% of the students in the program will be in attendance at least 175 days", illustrates a measurable objective. Refer to Section III for more examples of program objectives.

Objectives provide the framework for an evaluation. Without them, a meaningful evaluation cannot be designed. Objectives, therefore, must be carefully thought out and written in a way that will facilitate a sound evaluation design. They should specify at least three things:

- the outcome to be produced
- when or during what period of time the outcome will be produced
- to what degree the outcome will be produced.

An objective may also specify the conditions under which an outcome will be produced and the measures to be used in determining that the objective has been met.

Sources of Goals and Objectives

Morris and Fitz-Gibbon (1982) identify two sources for the development of goals and objectives - internal and external sources.

Internal sources

- results of the district's needs assessment
- parental concerns as voiced in letters, PTA, parent advisory meetings, and conferences with parents
- community concerns voiced by business organizations, special interest groups and the like
- school records and reports, such as attendance, discipline, test scores, number of graduates
- employment requirements
- teacher reports and comments
- student requests and comments

Internal sources

- national concerns identified in editorials, articles and legislation
- state or federal mandates
- other districts which have already developed dropout prevention programs

Plan for Implementation or Formative Evaluation

Implementation information should be collected and disseminated in a timely fashion to those persons responsible for the administration of a program. Timing is critical to this evaluation component because the function of formative evaluation is to provide feedback on how planned activities are operating so that problems may be corrected in time to salvage the overall program. Program implementation data is also useful in the summative evaluation phase because it helps explain which practices may have produced final results. Four major questions should be addressed in the formative evaluation process.

Who will be responsible for gathering implementation data?

Generally, the responsible person or persons are part of the program's staff. They have already established rapport with program personnel and have easy access to various types of data. However, an external evaluator may be chosen. External evaluators are often more objective and may have special experience and training.

What type of information will be gathered?

The specific type of information needed will depend on the nature and scope of the dropout prevention program. To assist with this question, a full description of the intended program is necessary. The following types of data should be considered:

- staff participating in program (number, qualifications, training provided, attitude toward program, degree of involvement, problems)
- administrative support (level of support provided, financial support, space requirements, equipment, communication lines, problems)
- program activities (specific activities conducted, time allocated to various activities, level of participation in each, perceived adequacy of activities, problems)
- community involvement (specific agencies involved, level of advancement, perceived adequacy, problems)
- student factors (identification of target groups, recruitment efforts, number of participants, time in program, level of satisfaction, behavior, achievement, problems)

Note that in each of the categories above the item "problems" appears. It is important to develop and maintain a "problem checklist" so that a cumulative record may be kept of unforeseen problems that developed during implementation.

The information identified above may be collected in the form of questionnaires, observational records, rating scales, minutes from meetings, records of telephone conversations, interviews, attendance records, etc. When instruments are to be developed locally by program staff rather than being commercially developed, planning should be done prior to implementation of program activities. Care must be taken to develop objective, clear, and useful instruments. They should be field tested and reviewed before being used in program evaluation.

When will the information be obtained?

Since the timing of formative evaluation is so important, plans for implementation data collection procedures must be built into the program activities and become routine duties of the staff. The data should be summarized as soon as it is gathered.

Who will receive the results of a formative evaluation?

All those persons involved in the administration of the program should receive formative evaluation results. Regular meetings with program staff should be scheduled in order to assess program progress and to plan any necessary modifications. Timelines need to be reviewed periodically as well. Periodic reports may be made to higher level decision and policy makers.

Plan for the Collection of Data

The following sources of data are collected by most school districts and may provide easy access for evaluation purposes:

- student achievement data (usually measured annually using norm or criterion referenced achievement tests)
- attendance, truancy and dropout data (numbers of suspensions, referrals for discipline, corporal punishment and expulsions)
- program data (number of students served, staff, facilities, and cost)
- academic data (numbers of promotions, retentions, grade averages, honor roll students and graduates)
- teacher performance data (classroom observations and teacher evaluations)
- parent involvement data (records of volunteers, participation in school activities, and resources available)

The following are examples of data which may have to be collected using special procedures or instruments:

- student, teacher and parent surveys of attitudes, opinions, needs or perceptions about the program
- community involvement activities and levels of participation
- student achievement and or ability in special areas
- analysis of teacher characteristics and behaviors as they relate to student achievement
- assessment of the use of special instructional strategies
- summaries of student records and logs

The following recommendations should be considered in planning data collection activities:

- Plan activities early to avoid missing opportunities to collect data.
- Make sure that adequate preparation time for assessment has been allowed.
- Make sure that personnel have been designated and informed or trained.
- Avoid conflicts with other events that diminish the reliability of data.
- Ensure that adequate time is allowed to accomplish objectives before assessing outcomes.

Identify or Develop Assessment Instruments

The selection of appropriate assessment instruments depends on the kind of information needed to answer the questions posed in the evaluation. There are a number of different types of assessment instruments which should be considered when a selection is to be made. The following are among the types of instruments to consider:

Norm-referenced tests
Criterion-referenced tests
Questionnaires
Interview guides
Structured narrative reports
Observation record sheets
Rating sheets
Log sheets
Record summary forms

Each type of assessment instrument has its own strengths and weaknesses. Instruments should be considered in the light of criteria developed for a specific evaluation. Some general questions may include the following:

- Does the instrument adequately measure what is needed?
- Is the instrument currently used in the district?
- Is the instrument unbiased and appropriate for the target population?
- Is the instrument easy to administer and score?
- Is the cost of the instrument, its administration, and its scoring reasonable and within the budget?

Select an Evaluation Design

The way in which data is collected is known as the evaluation design. Designs, although numerous, can be categorized as either quantitative or qualitative.

Quanititative Designs

Quantitative designs are those most commonly used in the evaluation of education program effectiveness. These designs rely on the collection of data that can be quantified and subjected to various data analysis techniques. Several examples of quantitative designs are listed below:

Control Group Design - This design requires the identification of a control group for purposes of comparing gains. The design is considered to be a reliable evaluation design if properly employed. However, it is often difficult to identify and track control groups which have sufficient similarity to students participating in the program.

Time Series Design - This design involves collecting data or administering assessment instruments at regular intervals before, during and after the implementation of a program. This design may be utilized to evaluate the impact of specific activities or instructional strategies.

Before and After Design - This design utilizes the pretest - posttest model. Data are collected before students enter the program, or receive services, and are collected again at the end of a specified period of time. This design is commonly used, but is weak with respect to internal validity. Its overall value depends largely on establishing a strong link between program activities and results.

An excellent source book for quantitative evaluation designs is Quasi-Experimentation: Design and Analysis Issues for Field Settings by T. D. Cook and D. T. Campbell.

Qualitative Designs

Qualitative evaluation designs focus on the collection of data beyond that which can be measured by standardized measures such as achievement tests. Qualitative data include such things as school climate, student attitudes, interpersonal relations, and student motivation. Evaluators collect such data through observations, interviews, questionnaires, and minutes of meetings. The data are not quantified in terms of gains, but are presented in such a way as to describe what actually happens in the program. Evaluators link program activities to qualitative changes in student behavior, performance and/or attitudes. Again, the significance of the change produced is not defined in terms of degree of gains, but in terms of the quality of the change.

Program evaluations may combine quantitative and qualitative designs to produce the most complete evaluation possible. Education decision makers, however, still rely more heavily on quantitative evaluation results.

Plan for Data Analysis and Reporting: Summative Evaluation

Data Analysis

The data collected must be analyzed before results can be adequately interpreted. Various analytic techniques may be involved in any one evaluation. The types of analyses used depend upon the nature of the data collected and the evaluation design used. Qualitative data requires a very different form of analysis from quantitative data. Statistical techniques are likely to be employed in all evaluations. Descriptive statistics such as means, standard deviations, frequencies, and proportions or percentages are commonly used to describe results. Charts or graphs are useful pictorial representations of data. Inferential statistics are often employed to rule out the possibility of results occurring by chance. A common inferential test for comparing two groups, or for pre-post comparisons of continuous data, is the t-test. More sophisticated statistical techniques have a place as well in program evaluation. Evaluators are encouraged to consult an authoritative text in statistics when selecting the appropriate technique for a specific analysis.

When large data sets are collected, the use of a computer becomes essential. Data often must be coded prior to entry and the appropriate software selected or developed. The results of computer and other analyses are not meaningful unless interpreted in relation to program implementation data.

Reporting Dates

In establishing reporting dates, the evaluator must determine when the information in the report is needed by the recipient and when such information will be available. Interim reporting dates should be established for purposes of monitoring evaluation and program progress. The first biennial dropout prevention evaluation report is to be submitted to the Department of Education by February 15, 1989.

Evaluation Report Format

The report format will depend largely upon the audience and the type of data to be collected. Certain districts may have specified a format for annual evaluations which may be appropriate in some cases. Reviewing other program reports will give the evaluator some ideas on style and format. The format for the biennial evaluation report will be disseminated at a later date.

References

Cook, T. D., and Campbell, D.T. Quasi-Experimentation: Design and Analysis Issues for Field Settings. Chicago: Rand McNally College Publishing Company, 1979.

Morris, L. L., & Fitz-Gibbon, C. T. How to deal with goals and objectives. Beverly Hills, CA: Sage Publications, Inc., 1982.

PART C

PROMISING DROPOUT PREVENTION PROGRAMS AND PRACTICES

This part of the manual contains numerous descriptions of dropout prevention and alternative education programs. The programs described represent a wide range of dropout prevention efforts in Florida and elsewhere in the nation. Some of these programs have been validated as effective and approved for dissemination by the National Diffussion Network. While all of these programs utilize promising practices and are of high quality in their own right, their inclusion here is based on the diversity they represent rather than on individual merit alone. Undoubtedly, there are many superb programs and practices that are not included here. The Department of Education and Center for Dropout Prevention are actively collecting data on existing programs in an effort to better understand both the complexity of student needs and the successful responses to those needs.

SECTION VIII: DROPOUT RETRIEVAL PROGRAMS

This section pertains to the development of educational programs designed for dropouts who are returning to school. Dropout retrieval activities may have already been addressed in the general section of the comprehensive plan. Districts are not required to develop special programs for dropouts who reenter school. If a district chooses to develop a program which would generate state funds, then an individual program description should be included in this category. In either case, the list of programs highlighted in this section should be helpful in implementing efforts to encourage dropouts to return to school.

Statutory Definition

"Dropout retrieval activities" means educational programs and activities which identify and motivate students who have dropped out of school to reenter school in order to obtain a high school diploma or its equivalent."

Section 228.041(29), Florida Statutes defines "dropout" as a "student who, during a particular school year, is enrolled in a school and leaves such school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution."

Target Population/Eligibility

Students who meet the state's definition of a dropout.

General Program Goals

To provide educational programs that will lead to a high school diploma or its equivalent for those students who have dropped out of school.

Other goals include:

- to develop a tracking system that will serve to identify and locate school dropouts

- to develop procedures to recruit dropouts and provide them with educational and vocational options available within the school district
- to develop linkages with community institutions and agencies to offer appropriate educational alternatives

Program Delivery Options

- A traditional high school program
- Vocational-technical school which includes a wide range of vocational alternatives, an academic component, and/or GED preparation
- School based program which includes employability skills, an academic component, and/or work experience opportunities
- Adult, evening, or community based schools that lead to a high school diploma, and/or GED
- Community based dropout program which offers an academic component, job training and placement
- An alternative school which provides alternative curricula, learning activities, or a nontraditional organizational structure

Optional Program Components

- Clearly defined procedures for identification and recruitment of students who have dropped out of school
- Individual assessment of each student to determine academic skill levels, abilities and interests
- Academic/basic skills development and remediation
- Competency based instructional program which leads to a high school diploma
- Employability skills training
- Computer assisted individualized instructional component
- Supervised internships, work experience, and job placements
- Counseling and advisement
- Attendance incentive programs
- JTPA youth programs
- Business/school partnerships
- Child care services for students with children

Examples of Programs

Orange County Minority Youth Dropout Project
Orlando, Florida

This dropout project recruits dropouts back into the educational setting and also endeavors to prevent potential dropouts from leaving school. The program serves black students in grades 5, 7, and 10 as well as postsecondary vocational-technical students. Funded by the state of Florida, the program is self contained and interacts with regular school curriculum and the business community. The three main objectives of the program are to reclaim, alter, and prevent. To reclaim is to bring out-of-school minority youth back into school and to provide structured job experiences through public/private sector partnerships. Altering is identifying and working with junior and senior high students who are at high risk for dropout. The goal of preventing involves identifying potential dropouts at the elementary level and training teachers to effectively work with them, attempting to intervene before the student becomes locked into an irreversible path leading to dropout. The program includes tutoring, individual and family counseling, as well as teacher advisement. Also offered are attendance incentive activities, field experiences, vocational/employability skills training, and career exploration. Upon program completion, follow up is conducted through phone calls and individual conferences.

Contact: Vera E. Williams, Administrator
410 South Woods Avenue #551
Orlando, Florida 32805
(305) 423-3093

Pilot Program for Unemployed School Dropouts
Miami, Florida

This program provides basic education and work experience for unemployed school dropouts who are residents of Dade County housing projects. Funded by the Job Training Partnership Act, (JTPA), the youth spend half days in academic classes in order to improve functional literacy. These classes last for 16 weeks and, upon completion, students may choose to prepare for the GED. In the work component of the program, the youth are organized into work crews in which they perform maintenance work in the housing projects. Retaining employment is contingent upon participation and effort in the academic component of the program. Graduates of the academic component then enter the program for high school graduates. They interview for positions at local warehouses and commute to these positions together in buses provided by the programs. An important incentive in this program is keeping the two groups from the housing projects together as much as possible, to enhance peer support and encouragement. To further reinforce positive peer pressure and interaction, social events for the two groups are planned as well as a buddy system which promotes the idea that all the youth are responsible for each other. The youth then learn responsibility and see how their behavior affects their peer group.

Contact: Cynthia Bouloy
South Florida Employment and Training Consortium
(305) 594-7615

Winter Park Compact, Winter Park High School
Orlando, Florida

In an endeavor to solve their dropout problems and present potential dropouts from leaving school, Winter Park High School developed a dropout reduction program, modeling it after the Boston Compact. In the Boston Compact, agreements were created between Boston public high schools and the business community in which businesses would give graduates hiring priority if schools improved their graduates' educational achievement. The three major goals of the program are: (1.) to develop a system to identify potential dropouts before a decision to dropout has been made; (2.) to provide help and counseling for potential dropouts from social service personnel and an occupational specialist. The occupational specialist makes a compact with the student whereby the student will remain in school, improve attendance and grades, and be rewarded by being hired by local businesses; (3.) to retrieve dropouts back into school with the incentive of a job offer. The program also features involvement with parents of potential dropouts, small classes, and assignment to special teachers who have an interest in working with potential dropouts. Courses in occupational skills and field trips to businesses are also offered.

Contact: Patrick M. Harrison, Occupational Specialist
Winter Park High School
2100 Summerfield Road
Orlando, Florida 32792
(305) 644-6921

70001 Training and Employment Institute
Washington, D.C.

Since 1969, 70001 Training and Employment Institute, a private nonprofit public service corporation, has dedicated itself to helping school dropouts and other economically disadvantaged citizens by providing job training and placement. Programs are operated locally either directly by 70001 or by community based organizations and schools as affiliates of 70001. Youths, ages 16 to 21, receive competency based remediation, pre employment training, motivational services, and leadership and personal development activities. In order to increase basic educational skills, prepare for the GED, SAT, ACT or college courses, 70001 offers the Comprehensive Competencies Program. Students are academically evaluated upon entering the program, and individualized educational plans are structured according to their needs. About 5,000 youths enroll in 70001 yearly, with 82% completing the program successfully, and 92% of those are placed into jobs. There are sixty 70001 programs in twenty states, and financial support comes from the Job Training Partnership Act (JTPA) as well as from private corporations. 70001 aims to successfully place disconnected youth in the work force through education, employment services and motivation.

Contact: 70001 Training and Employment Institute
West Wing, Suite 300
600 Maryland Avenue, SW
Washington, D.C. 20024
(202) 484-0103

Educational Clinics Incorporated
Seattle, Washington

Since 1968, Educational Clinics Incorporated (ECI) have brought school dropouts back into the educational setting so that they may reach their educational objectives. Eligible students must have either been out of school for at least thirty days or must have been referred by a public school official. Because of the individualized approach used to remediate educational deficiencies, the programs are referred to as "clinics." Upon entering the program, students are given diagnostic tests for placement at proper skill levels. The learning of basic skills and knowledge in reading, math, language arts, science and social studies are emphasized. Employment skills are also featured, which include developing positive work attitudes and learning how to find and apply for jobs. Located in business districts, each clinic has an advisory council comprised of business and community leaders as well as local social service agencies. Students progress through the program at their own pace. Classes are offered throughout the year for four hours a day, five days a week. Upon reaching their appropriate grade level, students may return to their home school or take the GED. ECI student tuition funds are paid by the Washington Office of the Superintendent of Public Instruction, appropriated by the Washington State Legislature.

Contact: Educational Clinics Incorporated, Executive Offices
1414 Alaskan Way, Suite 515
Seattle, Washington 98101
(206)622-6980

Students Offered Success (S.O.S.)
Cape Coral, Florida

S.O.S. is a dropout prevention and retrieval project which has developed a multifaceted approach to helping students finish high school. In order to identify and provide intervention for potential dropouts, a computerized dropout profile of ninth and tenth grade students was created. According to the characteristics of these students, including high absenteeism, cutting classes, frequent suspensions, poor grades, high mobility, and low socioeconomic status, individualized plans are developed. Personal interviews with students and parents are conducted, and curriculum is planned according to student needs. Counseling and career awareness activities are provided by a school social worker, an occupational specialist, and volunteers. In an effort to return actual dropouts to Cape Coral High School, dropouts are located, and individualized educational, counseling and career plans are developed for them. Since the program is individualized, the time each student spends each week in the program is determined by need. Some students attend work experience classes or a vocational school to further their career plans. All participating students receive constant guidance and support, and progress is carefully monitored. S.O.S. is supported by state and local funds.

contact: Cathy A. Balling, Program Director
Cape Coral High School
2300 Santa Barbara Boulevard
Cape Coral, Florida 33914
(813) 574-6766, ext. 282

Career Opportunity Center
Kansas City, Kansas

The Career Opportunity center is a year-round alternative school designed to assist high school dropouts, 16 years and older, in earning a high school diploma or preparing for the GED certificate. The Career Opportunity Center operates on an open-entry, open-exit system. There are no classes per se and all coursework is designed and taught on an individualized, one-to-one basis. There are no attendance requirements, although students are encouraged to discuss with each of their instructors their progress in each of their courses every week. Courses do not operate on a certain number of hours for credit but are designed to be task completion or competency based. A contract stating the material to be covered, the tasks to be completed, and the competency to be reached is signed by both the instructor and the student. There are no grades. Credit is earned when contracts are completed. Many of the courses are based on the Adult Performance Level (APL) theory of literacy.

Contact: Carolyn Conklin, Director
Career Opportunity Center
2542 Junction Road
Kansas City, Kansas 66106
(913)262-2536

Career Intern Program
Philadelphia, Pennsylvania

The Career Intern Program is a program aimed at dropout prevention at the secondary school level. It has been approved by Joint Dissemination and Review Panel (JDRP) for students grades 10-12 who have dropped out of school or who are potential dropouts. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; no major disciplinary problems; family adjustment problems; negative shifts in academic achievement levels. After prospective students are recruited, they are exposed to the intake interview. They are also tested to determine if they have attained the minimum fifth grade reading level requirements for admission. They are then scheduled for orientation and admitted to the program. Interns participate in the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. Career oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curricula consists of career oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks. Onsite exploration of careers in which interns have expressed interest is conducted. College preparatory activities are implemented for college bound interns.

Contact: Robert Jackson, Program Manager
OICs of America, Inc.
100 West Coulter Street
Philadelphia, Pennsylvania 19144
(215)438-9800

Wayne County JVSD Dropout Procedures
Smithville, Ohio

The Wayne County JVSD emphasizes open and frequent communication between staff, administration, JVS counselors, and home school counselors. In some instances parents or military recruiters alert the school to a possible dropout situation. Any of these persons who notice a change in attendance, attitude, grade, or performance patterns or who have any other indication of potential withdrawal is to notify the guidance department. The counselor assigned to that student then follows up with a conference to determine the "why" of the situation and to explore alternate possibilities. Additional conferences involve parents, other school personnel, medical or community service personnel, or even, as appropriate, military recruiters. If the student is 18 and stops attending, phone contacts and/or letters are sent to encourage a face to face conference. When a student does drop out, a letter is usually sent to wish him/her well and to let him/her know that reenrollment is possible up to age 21. A major part of the process includes weekly meetings of the assistant director, school nurse, timeout room coordinator, and guidance staff. At this time, information is exchanged regarding students who are having problems that could lead to dropping out, and a plan for the follow-up is made.

Contact: Harold A. Fulton, Coordinator
Pupil Personnel Services
Wayne County Joint Vocational School
Smithville, Ohio 44677
(216)669-2134

Migrant Dropout Youth Program
Florida Statewide Program

The goal of this program is to increase the number of migrant youth who resume secondary or vocational education and/or pursue education beyond the secondary level. Eligible migrant students are identified, enrolled and provided directed counseling services through a network of regional facilitators. Additionally, facilitators refer migrant dropout youths to existing educational and vocational agencies. These referral agencies include but, are not limited to, High School Equivaleny Program (HEP), College Assistant Migrant Program (CAMP), Job Corps, Local ABE/GED Programs, vocational programs, and Adult Migrant and Seasonal Farmworker Programs.

Contact: Jeanette Morales
Migrant Dropout Youth Program
5200 Diplomat Circle
Orlando, Florida 32810-5673
(305)629-1144, Suncom 352-7170

SECTION IX: EDUCATIONAL ALTERNATIVE PROGRAMS

Statutory Definition

"Educational alternative programs" means educational programs which are designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs remain in school and obtain a high school diploma or its equivalent.

Target Population/Eligibility

The target population includes any student who has been identified as being a potential dropout based upon one of the following criteria:

- The student has shown a lack of motivation in school through grades which are not commensurate with documented ability levels, high absenteeism, or other documentation provided by student services personnel;
- The student has not been successful in school as determined by retentions, failing grades, or low achievement test scores, and has needs and interests that cannot be met through federal or state compensatory education programs or exceptional education programs;
- The student has been identified as a potential school dropout by student services personnel using district or state criteria.

Program Criteria

Student participation is voluntary.

Programs must differ from traditional school programs in scheduling, administrative structure, philosophy, curriculum, or setting.

Programs must employ alternative teaching methodologies, curricula, learning activities or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students.

Student participation must be for at least three instructional periods daily if delivered through regularly scheduled courses. (Note: Programs with a major focus on tutoring, counseling, or other supplementary dropout prevention activities may be implemented in conjunction with a regularly scheduled course. If the program is delivered primarily through courses, however, then the program must consist of the equivalent of at least three instructional periods per day.)

General Program Goals

The general goal of educational alternative programs is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

Other goals may include:

- To offer alternative curricula which are more appropriate for students.
- To provide a supportive environment responsive to the holistic needs of the student.
- To provide a learning environment which emphasizes the importance of personal growth, self awareness, interpersonal skill building, and responsibility for behavior.
- To reduce traditional class size to increase interaction time with caring, positive adult role models.
- To provide academic experiences which stress early and frequent success
- To provide support services which are responsive to in-school and out-of-school needs, problems, or crises.

Program Delivery Options

Resource/Tutorial Models primarily consist of the delivery of periodic educational and counseling services to students rather than regularly scheduled courses. Such services may include counseling, tutorial services, or career education. Referral for services may be made by students, teachers, or counselors.

A School Within A School is a semi-autonomous, nontraditional educational program housed within a larger school, or in a separate facility with strong administrative ties with the parent school. Students may attend the alternative program the entire day or part time. The program may be located in regular K-12 schools, vocational schools, adult education centers, or on a community college campus.

The Separate Alternative School is a nontraditional alternative program which has its own facility and an autonomous administrative structure.

A Self Contained Alternative Class is a program consisting of one classroom housed in a traditional school. Again, students may participate in the program for all or part of the school day.

A School Without Walls is a model that utilizes experiential learning sites outside of a school setting. Sites may include workplaces in the community, museums, parks, wilderness areas, and even bodies of water.

Street Academies and Agency Based Learning Centers are small program delivery sites located in the community. They serve alienated students, dropouts and students who work. Locations around the community are sometimes less threatening and are often more convenient to work locations and neighborhoods.

Optional Program Components

Educational alternatives may utilize many of the strategies described in Section IV. The following is a brief outline of characteristics which have been found in successful alternative schools and programs. These characteristics were identified through extensive research conducted by Dr. Mary Ann Raywid, Director of the Center for the Study of Educational Alternatives, Hofstra University. She writes,

> A concerted, continuing effort to generate a strong sense of affiliation on the part of students. Alternatives for marginal students must be, in one writer's terms, "membership schools" which youngsters feel they have joined. Most of the students that such programs attract have rejected the impersonality of the comprehensive high school. Quite a different school climate is essential.
>
> Academically, the program must be so planned as to permit early and frequent success for students. Many of those involved have experienced repeated school difficulty, and strong doubts about their own capacities must be countered.
>
> The program must have clear and explicit goals which project its orientation and make plain just what it stands for. Only this way can youngsters knowledgeably choose the alternative, can its standards become public and shared, and can staff have recourse to consistent ready guidance in making daily decisions.

An experiential learning component serves multiple functions and is centrally important. Some successful programs stress learning from observation, others insist on action learning such as volunteer service or paid work. All agree, however, that some form of experiential learning should have a substantial part in the programs of all students.

A self-knowledge dimension is important to helping students arrive at fuller understanding of their own beliefs, capacities, and potential. Simultaneously, they need to be helped to shift from a self-centered to a sociocentric perspective, and to experience themselves as responsible members of a group.

Staff must be willing to undertake remedial work, but unwilling to make it a permanent compromise, or let students be content with mere remediation. Thus the academic agenda must be developmental as well as substantive. Such expectations and efforts are essential to avoiding tracking. They are also important to maintaining the self-esteem of students, and to avoiding stigma from those outside the program.

An integrated curriculum drawing from several subject fields should be part of the program of each student. The integrating principle can be issues, themes, or problems; but it should serve to organize and present content otherwise than simply by logical progression through separate and unconnected disciplines. Such an organization helps students to use what they learn. It also helps them to see the all-important connections between the personal, and the world that is public and shared.

More specific activities are outlined below.

Building a Sense of Community

- peer counseling and/or a buddy system which provides ongoing encouragement and support
- teacher as advisor programs which foster teacher-student relationships
- cooperative learning groups
- peer tutoring
- field trips and extracurricular group activities
- student involvement in school governance
- family group meetings in "homeroom" class
- program newsletter and other publications
- activities for recognizing and celebrating the success of individual students

Academics

- explicit, achievable academic goals for each student
- cultivation of a "students helping students" climate, enabling each student to play the role of helper
- the integration of student interest areas with basic skills materials
- computer assisted instruction
- modification of content to reflect interest areas
- experiential learning components
- group projects
- field trips
- hands on activities in science, math, etc.
- work study programs
- provision of current, real life examples of concepts covered in each subject
- academic incentives program

Cultivating self direction and individual responsibility

- clear articulation of rewards and consequences of behavior
- student input into the improvement of the program and/or learning environment
- student involvement in the construction of rules of conduct
- life management skills
- interpersonal skills development
- activities which allow for experiences as community service helper, mediator and communicator

Encouraging parental involvement

- parent, student, and teacher involvement in contracts
- "good news" notices to parents
- regularly scheduled open house programs
- monthly newsletter regarding school activities
- parenting skills workshops

Examples of Secondary Programs

Evergreen Alternative Learning Program (ALP)
Vancouver, Washington

The Evergreen Alternative Learning Program is for learners of many interests, abilities, levels, and ages who work better in a more flexible, open and individualized structure than the more traditional one. ALP is an accredited high school program in the Evergreen Public Schools. Learners graduate with a Mountain View or Evergreen High School diploma.

A sense of community is a basic element in the successful functioning of ALP. Intellectual give and take often continues outside of class - with learners and teachers learning informally from each other. Personal relationships between staff and learners are informal and often close. Everyone is trusted to do more than just attend class. Members of ALP expect to be treated as individuals and work to include and involve everyone. Learning to cooperate and make group decisions is as much a part of the ALP curriculum as is learning to write well. Human relations teams and the Human Relations class are integral parts of ALP.

Learners have a wide variety of needs and reasons for attending ALP. All have chosen to study in a different way than in the traditional school setting. Some students are employed part-time or are parents and therefore they need more flexible scheduling. Some like the smaller program and the close relationships with teachers and other learners. Some have had problems achieving success in other places and seek out the ALP to build programs which work for them. Some learners are behind in their credits and need to work in an intensive way to graduate with their class. Some want more responsibility in the direction of their education.

Learners at ALP have many routes to learning. We believe that there are excellent educational opportunities throughout the community and we structure many of these for credit at ALP. Learners can work on their own or in groups. They may learn entirely from books or they may also learn from field research, television, movies, records, or various activities, experiences, and resource people. They may work hard and finish two subjects in a few weeks or they may work on many subjects for half a year in ALP's continuous progress system. The key to all of this is a flexibility of means. The end goals are the same as for all schools - basic skills and competencies. At ALP, we broaden the means to these goals, realizing that learners have varying needs.

Contact: Roy Morris, Jr.,Coordinator
Evergreen Alternative Learning Center
13905 N.E. 28th Street
Vancouver, Washington 98662

Project 50/50
North Oxford, Massachusetts

Project 50/50 is a computer technology program designed to assist secondary school students in gaining computer application skills while increasing their levels of social functioning and academic achievement. The project was developed and implemented as an education/industry partnership and has as its target population, ethnic minorities, females and disadvantaged youth.

The uniqueness of the program is found in its comprehensive approach. The curriculum focuses on computer applications and consists of four components:

COMPUTER AS A SUBJECT covers current and future computer applications, history, terminology, and robotics.

COMPUTER AS A TOOL introduces programming in LOGO and BASIC languages and the use graphics and word processing software.

COMPUTER AS A CAREER focuses on tech-based careers and job opportunities, job search techniques, interviewing skills and interpersonal relations.

COMPUTER AS A METAPHOR includes exercises in orienteering, and uses map and compass skills in relation to programming a computer.

When a school adopts Project 50/50, a network with local businesses is either begun or enhanced; teachers are trained; collaboration between schools is encouraged; and a curriculum is established. In contrast to comparison groups, Project 50/50 students have demonstrated significantly greater acquisition of computer skills (as measured by the Computer Skills Test), self-esteem (as measured by the Tennessee Self-Concept Scale), and express interest in math, science and technology (as evidenced by student schedules), based on a one-year intervention period. Following a four year plateau of achievement scores for math, reading and language, Project 50/50 students demonstrated significant gains compared to a norm group.

Contact: Deborah J. Miles, NDN Coordinator
French River Teacher Center
North Oxford, MA 01537
(617)987-1626

Focus Dissemination Project
Hastings, Minnesota

Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self esteem. The program effects responsible change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

Focus is a highly structured school within a school that offers courses in English, social studies, and math. Instruction in Focus classes is based on ability and need. Students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of eight to ten students and one teacher. The groups meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behaviors, and improved attendance and grades.

Contact: Don May
Focus Dissemination Project
Human Resource Associates, Inc.
Post Office Box 303
Hastings, MN 55033
(612)437-3976

Alternative Education Program
Nogales, Arizona

The Alternative Education Program in Nogales High School is a dropout prevention program which focuses on the needs of special target populations. Because 85% of the student body is Hispanic, this specialized program is based on the premise that if the special needs of the bilingual students are met, the high school dropout rate would be reduced. An educational facility in a shopping center near the high school was established. Students referred to the center are evaluated to determine their educational needs. A personalized program is developed for each student which includes career-oriented reading, writing, and mathematics. In addition, guidance personnel provide interest and aptitude testing to aid students in tentative occupational planning. The center staff coordinates occupational field trips and work experience. Student services include opportunities for internships, on-the-job training, and job placement made possible through the cooperative efforts of local business, the school system, and government.

In addition to working with the student, bilingual outreach workers visit homes and meet regularly with parents regarding each youth's progress. When appropriate, they try to interest the parents in continuing their own education. Goals of the outreach workers include helping the parents feel comfortable with the school personnel and encouraging the parents to come to the school for conferences.

Contact: Nogales High School
Alternative Education Program
900 Frank Reed Avenue
Nogales, Arizona
(602)281-2100

School for Applied Individualized Learning (SAIL)

Leon County Schools

SAIL is an alternative school designed to provide a wide variety of learning paths for students who have been academically unsuccessful in traditional school settings. Available by choice to all Leon County secondary school students, SAIL's objectives include growth in academic, personal, and interpersonal areas. The academic component of the program is individually oriented with students being given the responsibility to participate in setting goals for themselves. The applied/experimental component of the curriculum helps students apply academics to real life situations at the school, in the community, and at other Leon County schools. In the human relations/school governance component of the curriculum, students meet every other week in a small Advisor-Advisee Group to discuss personal and school-related issues. Students earn regular high school credits at SAIL, enabling them to graduate from high school with a regular diploma. Other features of the school curriculum include peer counseling and directed individual study. School guidelines and policies are developed by SAIL's students and staff. SAIL has been successful in raising students' grades, reducing the number of failing grades earned, and has helped students earn more credits than at their previous schools.

Contact: Rosanne Wood, Principal
SAIL
725 North Macomb Street
Tallahassee, Florida 32304
(904) 488-2468

New Directions High School

Sarasota County Schools

New Directions is a voluntary, alternative high school for students whose learning styles have impeded them from experiencing success in traditional high school settings. The program emphasizes an individualized self-paced curriculum that conforms to individual learning rates and styles. Students attend academic classes for one half day. Students spend the remainder of the day attending vocational school, doing volunteer work, or at a part time job. Students who are 15 or older and have finished the eighth grade may apply to New Directions. Acceptance of a student occurs only after the parents, student and principal meet and discuss the program.

The New Directions curriculum consists of a full range of high school courses for required and elective credit. Credits are awarded upon demonstration of mastery of student performance standards. Credit may be earned prior to a student having spent 135 hours of in-class study. Most elective courses consist of employability skills, work experience and vocational courses. All students attending New Directions must either take vocational courses, work part time in a supervised work-study program, or do supervised volunteer work.

The IDEAL School in Sarasota County offers a similar program to students in the southern part of the county.

Contact: Diane Eubanks, Principal
4409 Sawyer Road
Sarasota, Florida 33583
(813) 923-4915

Intensive Learning Alternative Program (ILAP)
Hillsborough County Schools

ILAP is a cooperative effort of the Department of Health and Rehabilitative Services (HRS) and the Hillsborough County School Board. It is an alternative education program operating within the 15 junior high schools. Youth who are disruptive or who have learning problems are provided with intensive academic and counseling services.

Classroom schedules for ILAP students include mathematics, English, social studies, and one of the following: peer counseling, reading, or life management. Physical education and science are taken in the regular school program. Placement of a student in four ILAP classes and two regular classes allows for a constant measure of progress as well as being a practical way of mainstreaming students back into a regular school program. The teacher and the counselor assigned to the ILAP review the activities of the day, deal with the problems that may have arisen, set short-term goals, and reinforce student achievement. The teacher develops an individualized, prescriptive academic plan for each youth. All students are pretested and posttested in English, reading, and math as well as assessed on attitudinal and behavior measures.

The program emphasizes student success. Problem solving and employability skills are taught. Respect for authority and responsibility are expected. The counselor meets regularly with parents to teach parenting and communication skills. Follow-up contacts are made on student absences. In addition, the counselor is available for home visits and crisis intervention after school hours. Students in ILAP also participate in special after-school recreational activities. Rewards and incentives are provided for achievement and progress. The program has consistently demonstrated great success in improving student attendance, behavior, academic performance and attitude.

Contact: Mr. Kelly Lyles
Hillsborough County Schools
Post Office Box 3408
Tampa, Florida 33601
(813) 272-4404

Project COFFEE (Cooperative Federation for Educational Experiences)
Oxford, Massachusetts

Project COFFEE is a comprehensive instructional and occupational training and counseling program developed in response to the employment demands of high technology and the increasing number of alienated, disaffected secondary school-age students. Project COFFEE has uniquely integrated four components: an academic component that provides relevant occupational and life-coping basic skills instruction based on an individualized education plan; an occupational component that provides hands-on educational experiences in an adult-like high technology work environment while reinforcing basic skills; a counseling component that provides occupational and emotional support utilizing state, regional, and local social service agencies; and a physical education component that offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation. Each occupational program features job entry skills, job placement skills, shadowing experiences, and a related work-study program. Occupational components include: electronic assembly, data processing, building and grounds maintenance, horticulture/agriculture, and distributive education. Project COFFEE was developed by a regional cooperative federation of seven school districts and a highly successful partnership with high technology business and industry. This partnership has provided educational assistance in curriculum development, staff training, occupational training materials, equipment acquisition, competency-based assessments, internship experiences, and more. Materials include: program manual, basic skills curriculum guide, guidelines for industry/education linkage, guidelines for interagency collaboration/community outreach, procedures manual for development of competency-based assessments, and a diagnostic needs assessment survey manual for a student survival skills course. The program functions well as a "school within a school" program.

Contact: John R. Phillips, Project Director
Jane Garvey, Project Coordinator
Project COFFEE
Oxford High School Annex
Main Street
Oxford, MA 01540
(617) 987-1626 or National Diffusion Network

City as School (CAS)
New York, New York

CAS is an alternative high school which links students with learning experiences of a business, civic, cultural, political or social nature throughout any size community. It has been validated by JDRP as an effective program for high risk youth. The underlying concept is that the world of experience can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting threatening or unrelated to their present and future plans, or who seek new educational experiences. Instead of attending classes in one building, students move from learning experience to learning experience and receive academic credit for each learning experience successfully completed. Teachers are divided into Resource Coordinators and Teacher Advisors. Each Teacher Advisor holds weekly orientations,

seminars, and class meetings and is responsible for individual meetings with student and/or parents as well as for writing college evaluations. Resource Coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring student progress, responding to students' problems and registering students. Regular visits to learning sites are required.

Contact: Joan McLachlan Douglas
City-As-School
16 Clarkson Street
New York, New York 10014
(212) 691-7801

Model School Adjustment Program
Broward County Schools

The Model School Adjustment Program serves students in grades six through eight who are at high risk for dropout. Selected students are performing below their academic potential, and exhibit behavior or attendance problems. Students and parents are provided with a variety of tutoring and counseling services to improve self concept, grades, behavior, and attendance. Trained peer tutors help the students with academics, study techniques, and basic skills, and present a positive peer example. Students receive peer tutoring four times a week. Tutoring and counseling is given by Driftwood Middle School students who receive credit for their help. Parents or guardians must attend parent education classes conducted by a family counselor. In these classes, parents learn how to help their children achieve through encouragement and coping skills. Individual, group and family counseling are available, as well as a behavior management program which helps to improve behavior and attendance through a reward system. The Model School Adjustment Program is innovative in helping students who are at risk for failure, but who have average or above average IQ's.

Contact: Frank Compana, Principal
Driftwood Middle School
2751 N.W. 70th Terrace
Hollywood, Florida 33024
(305) 963-8080

Dropout Prevention Program
Hillsborough County Schools

The Hillsborough County Schools Dropout Prevention Program is a Resource/Tutorial dropout prevention program that serves high risk high school students through a peer counseling class and periodic tutorial and counseling services. Other than the peer counseling class, students are enrolled in regular classes in the high school. When students encounter academic or other problems, they refer themselves to the resource tutor or counselor. Additional tutorial services are provided by volunteer peer tutors.

The major focus of this program is to place identified students with a team which demonstrates humanistic, supportive, and genuine interest, and encourages the success of each individual student. Each member of the team is responsible for the success of targeted students in all subjects the students are taking. The team consists of the regular classroom teachers, a dropout prevention specialist, and a counselor.

Contact: Mr. Kelly Lyles
Hillsborough County Schools
Post Office Box 3408
Tampa, Florida 33601
(813) 272-4404

Career Development Center
Polk County Schools

The Career Development Center's mission is to recognize individual differences and to provide a positive learning experience enabling students to acquire academic, vocational, social and life skills.

The Career Development Center uses an open-entry method of operation which provides for the individual needs of students in grades seven and eight. The curriculum design is competency based, and the responsibility for learning rests with the student. Students progress through learning experiences at their own rate completing competencies to meet grade level requirements. Basic skills courses are delivered through a laboratory approach which utilizes teacher and computer assisted instruction.

Students are encouraged to choose a vocational path based on their interest and aptitude. The curriculum integrates required academic subjects and a student-selected vocational program with specific preparation in social and life skills. Students are encouraged to critically evaluate their personal growth and academic achievements and to develop a sense of personal responsibility. Upon completing the program students may enroll in regular high school or in a vocational program.

Contact: Mr. Don Woods
Polk County Schools
Traviss Vocational Technical Center
Post Office Box 720
Eaton, Florida 33840
(813) 655-1220

Examples of Elementary Programs

Plattsburgh Follow Through Program
Plattsburgh, New York

Approved by JDRP for kindergarten through grade three, the goals of the Plattsburgh Follow Through program are to prevent economically disadvantaged children from failing in reading and math and to promote development of their language skills. Initial and ongoing assessment, weekly meetings of the entire staff, periodic reviews of each

child's reading and math programs, and staff development in Bank Street College of Education theories and practices are the means used to attain the program's goals.

Rather than being directed by their teacher, the children help shape their own activities. They work independently, in small groups, or singly with the teacher or aide on such projects as sand and block construction, art activities, cooking, dictation, journal writing, measurement, and science experiments. The classroom setting is tightly organized, giving children the opportunity to express themselves in words and actions and to work with each other.

Home visits, trips for parents and children, and participation by parents in the classroom are fundamental to the program. Parents are also actively involved in decision making in all aspects of the program. In addition, parents are offered a variety of practical and academic courses and workshops with community agencies.

Contact: Robert Garrow, Director
Plattsburgh Follow Through Program
Monty Street School
Monty Street
Plattsburgh, New York 12901
(518)563-1140

Discovery Through Reading
Clarkston, Michigan

Discovery Through Reading is an a JDRP validated program that stresses rapid skill development for second and third grade students who are having (or have had) difficulty in their regular classrooms. Goals include the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location outside the regular classroom. Each full-time Discovery teacher's maximum case load is 30 students. A key organizational feature of instruction is the "task sheet," an agenda that lists six specific activities to be completed by a student during each session. The task sheet helps teachers decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, providing students with a nonthreatening environment. A student competes only with himself/herself, and performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and that goals are being achieved.

Evaluation gains over the years are consistently higher than the average. Evaluation results for the 1984-85 school year are as follows: Second grade average gain in vocabulary was 18.1 NCE's; Second grade average gain in comprehension was 13.8 NCE's; Third grade average gain in vocabulary was 15 NCE's; Third grade average gain in comprehension was 7.9 NCE's.

Contact: Dorothy Neff, Project Director
Clarkston Community Schools
6590 Middle Lake Road
Clarkston, MI 48016
(313)625-3330

Montessori Program
Palm Beach County Schools

The Palm Beach County School District has four Montessori Alternative Education classes for academically unsuccessful children in the primary grades. Selected students from grades one, two, and three are instructed by a full-time certified teacher and aide in a self-contained classroom. Southboro, South Olive, and Jerry Thomas Elementary Schools are proud to be first in the Palm Beach County School system to establish the Montessori Method as an alternative method to educating young children.

The Montessori Method is designed to foster in each child independence, responsibility, self discipline, and joy in learning. The basic Montessori method is to free the individual child's potential for self-development in a prepared environment. Montessori education is based on the learning method of Dr. Maria Montessori, Italy's first woman physician, who designed more than 1400 special learning materials after working and observing children for many years. The Montessori approach holds that children are active, natural learners when their individual needs are met; that children learn many things through self-directed learning; and that children will work at task for a long period of time if it is one that interests them and meets a special need. The method creates a learning environment that will allow the child, under the guidance of an understanding teacher, to become a successful student.

Classroom environments are prepared to meet each child's individual learning needs. This strategy enables the child to develop as a total human being. Creative learning materials are selected and purchased carefully. There are four instructional areas in each classroom; these include practical life, sensorial experiences, mathematics, and language.

Contact: Ulysses Smith, Director
Division of Special Instruction
Palm Beach County Schools
3323 Belvedere Road
West Palm Beach, Florida 33402
(305)684-5134

Nature's Classroom
Hillsborough County Schools

The goal of the Nature's Classroom is to help each student develop a better attitude toward himself and school, and to become accountable for his behavior. The program utilizes a nature oriented setting along with a caring, structured approach that incorporates behavior management techniques. The program is staffed with two teachers, a social worker, bus driver/aide, and a bus/classroom aide who are under the supervision of the Nature's Classroom principal and supervisor of alternative education. Schools are served on a geographical basis for a period coinciding with the four reporting terms. The program also offers a summer session.

The program offers academics in the morning that focus on math and language arts, and field activities in the afternoon such as hiking, boating, or fishing. Behavior management and counseling is used to help students modify their behavior. The program is built around a daily record of points earned for appropriate behavior. Each Friday, these points are traded for extended activities. Excess points are banked for future use or final point store selection. Point sheets also act as a daily report to parents. The student who demonstrates the greatest amount of growth and earns the most points receives a trophy at the end of the nine week period.

Counseling activities focus on both the student and his family. They serve to identify, with the student, the problems that are occurring and appropriate target behaviors. Both small group and individual counseling sessions are designed to work on peer interaction, social skills, self esteem, and problem solving. Family contacts revolve around implementing support and discipline to reinforce positive functioning.

Contact: Mr. Kelly Lyles
Hillsborough County Schools
Post Office Box 3408
Tampa, Florida 33601
(813) 272-4404

FLORIDA MIGRANT DROPOUT PREVENTION PROGRAMS

Migrant Secondary Advocacy Program

This program provides secondary advocates who assist migrant students in grades 9-12 in meeting their special needs for graduation requirements. The advocates use school and community resources to their fullest advantage and serve as liaisons and positive role models for migrant students. Assistance is provided in the following areas: (1) information counseling, (2) credit accrual toward meeting graduation requirements, (3) work-study projects, (4) arranging tutorial services, (5) financial assistance information to college bound students and, (6) identifying and reducing elements in the school and community which contribute to migrant students leaving school before graduation.

Migrant Education Summer Institute

Student Strand

The Summer Institute for secondary migrant students was a six-week residential program held at three strategically located sites in central and south Florida. Migrant high school students were provided an opportunity to earn up to 1½ credits toward graduation. Students participated in individualized instruction, tutorial sessions and group counseling activities. Educational field trips, guest speakers, and participation in the Student Congress were integral parts of the institutes.

Adult Strand

The adult strand of the institute involved school administrators, secondary advocates, counselors and teachers. The curriculum focused on sensitizing adult participants to migrant issues and concerns, such as cultural awareness, the migrant family and lifestyle, and student treatment in the school and community.

Secondary Add-on Tutorial Program

The uniqueness of migrants' lifestyles often places undue hardships on them. Constant movement and short-term enrollment make it difficult for migrant children to realize their potential. This after-school tutorial program provides supplementary tutorial services, on an as needed basis. The services assist secondary migrants (grades 9-12) to: (1) make up hours of instruction, (2) accrue credits missed, and/or remediate any specific academic deficiencies. Instruction is not limited to basic skills. In addition, the tutor(s) will serve as advocates and provide informal counseling to their students.

Contacts for the Florida Migrant Dropout Prevention Programs are:

Art Jones
Dropout Prevention Specialist
Migrant Dropout Prevention Project
Department of Education
Knott Building
Tallahassee, Florida 32399
(904)487-3506

Jeanette Morales
State Facilitator
Migrant Dropout Youth Program
5200 Diplomat Circle
Orlando, Florida 32810-5673
(305)629-1144

SECTION X: TEENAGE PARENT PROGRAMS

Statutory Definition

"Teenage parent programs" means educational programs which are designed to provide a specialized curriculum and other services to meet the needs of students who are pregnant or students who are parents.

Target Population/Eligibility

Teenage parent programs are educational programs designed for students who are pregnant or who are parents, whether or not they have already dropped out of school.

Program Criteria

Student participation is voluntary.

Curriculum must include instruction in such subjects as perinatal health, parenting skills, and child growth and development.

Students are exempt from the 135 hour attendance requirement for absences due to pregnancy, but must make up work missed.

General Program Goals

The overall goal of teenage parent programs is to increase the likelihood that pregnant and parenting students earn a high school diploma or its equivalent through the provision of an educational program which better meets their needs.

Other goals include:

- to enable students to continue their academic progress while attending to the immediate needs of pregnancy or being a parent
- to provide and/or coordinate support services that foster a healthy pregnancy, delivery, and baby
- to provide an educational experience that will increase the students' knowledge of health, safety, and child development
- to provide counseling services to facilitate responsible decision-making regarding child care and the continuation of school
- to reduce the number of repeated pregnancies for school-age parents

- to increase the percentage of school-age parents obtaining economic independence

Program Delivery Options

Special Centers are the most commonly used model in Florida. Such centers may be housed in vocational/adult centers, secondary school facilities, community centers, or churches. Students usually attend such centers during pregnancy and, if child care services are available, for up to a year after delivery.

School Within A School Programs are also self contained centers housed in regular secondary schools. Students taking specialized courses may continue to take these courses while in the program. Otherwise, these programs function similarly to special centers.

School Based Programs are programs offered within a regular high school through individual courses rather than a self contained model. This type of program is appropriate for small school districts which do not have enough eligible students to support a special center. Also, students who wish to remain in their home school may receive services through this delivery model.

Homebound Instruction may be provided to students who cannot attend school because of pregnancy complications or delivery.

Optional Program Components

Basic Academic Programs

- continuation of academic program
- remediation in basic skill areas
- specialized instruction for the exceptional students
- academic options which may include competency based instruction, vocational classes, and a GED preparation program

Health and Family Living Instruction

- health classes which may include
  - prenatal and reproductive health
  - life management skills
  - child health care and safety
  - nutrition

- childbirth preparation
- parenting and infant lab instruction

Health Care and Nutrition

- prenatal care through coordination with county health unit or private physicians
- nutritional counseling through county or school nutritionists
- provision of social services through school, county, and state social and economic services workers

Counseling

- individual counseling through school, health department, or mental health counselors
- family counseling through local mental health agencies
- peer counseling through courses for elective credit

Child Care Services

- school based services through grants from the Department of Education and other sources
- agency based services through coordination with subsidized child care agencies and providers

Involvement of Teen Fathers

- group counseling sessions
- parenting education courses

Transportation

- regular or special school bus transportation (to provide access to school, health clinics and/or child care services)

Options After Birth

- extension of alternative program for students in need of additional support, instruction and related services
- follow-up services for students returning to their regular schools

Community Partnerships

- Adopt-A-School Program
- donations of resources and services from service organizations
- foundation grants from C.S. Mott, Ford, Kellogg, Rockefeller, and other foundations

Examples of Programs

Alachua County Continuing Education for Pregnant Teens (ACCEPT)
Alachua County Schools

ACCEPT provides an alternative education program and other services for pregnant teenagers who want to complete middle or high school and learn appropriate skills to enable them to responsibly raise a child. The program's educational objectives include:

- the provision of an educational program that corresponds to Alachua County standard curriculum so that the student may return to her home school upon program completion;
- the offering of individualized instruction to conform to diverse ability and grade levels;
- the provision of specialized curriculum in health, reproduction, sexuality, child health, nutrition, and LaMaze methods.

The life skills management component includes self-esteem building, career goal setting, life planning, coping skills and substance abuse prevention. A special feature of ACCEPT is the inclusion of teen fathers into the program. A male counselor provides individual and group counseling for teen fathers, emphasizing parenting responsibilities, coping skills, and encouragement to continue their education. Additional services include day care for infants while parents attend school and work, weekly clinic services provided by the North Central Florida Women's Clinic, a breakfast/lunch program, and bus transportation throughout Alachua County. An onsite infant care center allows for an experiential component in child development and parenting skills. The ACCEPT program was established by the School Board of Alachua County in 1979, and is located the Agribusiness and Adult Education Center.

contact: Oel Burke, Program Coordinator
ACCEPT
3000 East University Avenue
Gainesville, FL 32601
(904) 373-7227

Cyesis Program for School-Age Parents
Sarasota County Schools

The Cyesis Program helps pregnant school-age parents continue their education and meets their individual pregnancy-related needs through the support of a variety of resources. Pregnant students are referred to the program by school and community agencies, and enroll before or during the semester in which delivery is expected. The program's academic component includes the following options: classes in which instruction is individualized; Sarasota County Student Center classes which provide instruction for physically, mentally, and emotionally handicapped students; and vocational center instruction, which includes a GED preparation program. Nurses from the Sarasota Health Department help teach health, child development, and life skills courses to prepare students for the extensive responsibilities of raising a child. Individual and weekly group counseling services are also offered. Once a student has given birth, free day care is provided for infants while their mothers attend school and

work. Bus transportation for students and infants is provided. The child care component is located onsite and is utilized to monitor student child interactions and to add an experiential component to child care classes. Field trips are featured, and community resource personnel give guest presentations on pregnancy-related issues. Since 1977, the Cyesis Program has been supported and staffed by Sarasota County Schools, the United Way, Children's Home Society, the Charles Stewart Mott Foundation, and other community agencies.

contact: Barbara A. White, Program Director
Cyesis Program for School-Age Parents
Exceptional Student Education
3550 Wilkinson Road
Sarasota, Florida 33581
(813) 922-2117

Lincoln Senior High School Parenting and Infant Development Program
San Diego, California

This program is intended to keep teenage parents in school and to help them learn to be better parents through the development of decision making skills, values clarification, career education, and parenting skills. A preschool is operated for toddlers and their teenage parents. It provides a variety of activities for the children and instruction in child development for the parents. A bi-monthly health clinic is held at the school to provide health examinations to simulate what happens in a baby clinic. Volunteer health services are offered by a local pediatrician. The program was selected as a Noteworthy Practice by the California State Department of Education.

contact: Eleanor Jenson
Lincoln Senior High School
150 South 49th Street
San Diego, California 92113

Teenage Parent Program (TAP)
Leon County Schools

Objectives for the program are to continue quality instruction during pregnancy, provide for outreach in the community, and obtain total intake on each student in the program. Other objectives are to help each girl make use of community resources, to counsel students to reduce the possibility of a future unplanned pregnancy, and to develop practical and interpersonal skills for day-to-day living. Other objectives include the transportation of students to and from school and the provision of day care for infants while mothers are in school or working.

Courses offered at TAP are geared to meet the educational needs of the pregnant adolescent. Consideration is given to each student's academic abilities and achievements, with an individual educational plan developed for each student. Home economics, mathematics, typing, record keeping, social studies, health, language arts, biology, adaptive physical education, functional skills mathematics and communications are offered. There is also one class in reading improvement. Infant care, growth and development, labor and delivery are a part of the health/biology curriculum which is

taught by the TAP nurse. Adaptive physical education includes pre and postnatal exercises with emphasis on breathing exercises to be used during delivery (LaMaze method). Girls taking courses not offered at TAP are instructed on an individual basis.

Support curriculum consists of classes in infant stimulation offered through the TAP-4-C Nursery and enrichment activities. Social services offered are as follows: small grouping counseling; individual counseling when needed, home visits, and referrals to other agencies. Breakfast and lunch are served to students in a cafeteria shared with the School for Applied Individualized Learning (SAIL). Nutritional snacks are sold in the morning in order to encourage good nutrition.

TAP is currently funded through alternative education. Other FEFP funding comes from vocational education. TAP day care is provided by Leon County 4-Council through a cooperative agreement with the school system, using Title XX monies. The nursing position at TAP is funded under Title V and coordinated through HRS and the Leon County Health Department.

Contact: Seaton K. Bradford
Program Manager, TAP
438 West Brevard Street
Tallahassee, FL 32304

Educational Services for School-Age Parents (ESSP)
New Brunswick, New Jersey

This program is an education program providing educational, nutritional, social, and health services to expectant school-age students. It has been approved by the Joint Review and Dissemination Panel as an effective program for any pregnant student in the public school system. With its Family Learning Program based at the New Brunswick High School, the New Brunswick Board of Education is addressing some recognized teenage pregnancy problems. These include poor academic motivation and achievement, a significantly higher infant mortality rate, and more low birthweight babies than are found in the babies of any other age group. The Family Learning Program allows students to mainstream into the regular academic setting for standard high school and intermediate subjects. In addition, it provides classes in child care and development, taught at a nearby day care center, in maternal and infant care, nutritional training, and introduction to local service agencies such as the Division of Youth and Family Services, Visiting Nurses, local hospitals, pregnancy clinics, etc. Students participate before and one month after delivery. Students returning to regular academic settings have infants tended by a relative or a day care center.

Contact: Mrs. Joan Marino Bornheimer
Principal
New Brunswick High School
1125 Livingston Avenue
New Brunswick, New Jersey 08901

YWCA Teenage Pregnancy Programs
YMCA and Pinellas County Schools

The YWCA of Pinellas County offer three comprehensive programs for pregnant and parenting adolescents and families, including coordinated educational, health and social services. The programs are community based and exist through collaborative effort and support of the following organizations: the Federal government, the YWCA, Pinellas County, the City of St. Petersburg, the Juvenile Welfare Board, and the Pinellas County School Board. The following programs provide a variety of educational options for pregnant teens:

Project Help is a part of the alternative education program of the Pinellas County Public Schools. Pregnant teenagers, 17 years of age or younger may choose to enter the educational program during their pregnancy if it has become too difficult or stressful to attend regular school. The students follow the same curriculum as offered by their home school, and, upon delivery, go back to their home school. Students may spend up to two semesters in the program, depending on the date of delivery.

The PREP Program offers preemployment skills and serves pregnant and parenting teens, ages 14 through 21 who have dropped out of school, or are at risk of doing so. The program prepares them for the GED and teaches job readiness skills to facilitate their getting a job. Students spend an average of ten weeks in the program.

The Adolescent Parent Project is a model educational program for pregnant and parenting adolescents as well as adolescent fathers. Students who are 17 years old or younger spend an average of one school year in a school program leading to a high school diploma or GED.

All programs provide onsite child care and transportation by vans. Students receive counseling, health care, and learn parental skills. The program employs eight teachers and one paraprofessional, all provided by the Pinellas County Public Schools. Students are followed up six, twelve and twenty-four months postpartum to monitor their progress.

Contact: Beverly Hackett
YWCA Teenage Pregnancy Programs
647 1st Avenue North
St. Petersburg, Florida 33701
(813)896-4629

School Based Program for Pregnant Students

The following is a description of services that a school based program may provide for pregnant and parenting students who choose to remain in their regular school. Such a program need not be expensive. Schools may offer limited or comprehensive services, but at least two requirements exist: academic courses pertaining to pregnancy and parenting must be offered, and a staff member must coordinate services for students in the program.

Below is a list of services that may be considered in designing such a program. Alternative providers for various services may be selected depending on the level of resources available to the program. Active coordination with community agencies is an essential ingredient to a successful program.

Program Services

Academic Services

- Student takes courses required for graduation or pupil progression.
- Student takes elective courses pertaining to pregnancy and parenting.

  Health for Expectant Parents
  Parenting I - The Infant
  Parenting II - The Toddler
  Personal Fitness
  Peer Counseling
  Child Growth and Development

- A visiting teacher may be provided during the period of absence due to delivery.

Counseling Activities

- Peer Counseling may be taken as a course for elective credit.
- Counseling may be provided by school guidance personnel or local mental health agency.
- Career and dropout prevention counseling should be emphasized.

Health Services

- School may provide an onsite health clinic for prenatal care, well baby care, and other health needs.
- School program coordinator establishes contact with county health department and monitors services.
- Health services may be provided by private physicians and care is monitored by school coordinator.

Child Care

- School may provide onsite child care services. The center is also used for a parenting skills laboratory.
- School coordinator contacts social worker to arrange for off campus subsidized day care.
- Child care may be provided by family or private provider.

Family Support Services

- The social worker acts to acquire appropriate support services for the family. Such services may include economic assistance, medicaid, employment services, job training, and others.
- Other family support services may be acquired through coordinating community resources.

Transportation

- Transportation of mothers and babies may be provided by the school system, community agencies, or a city transit system.
- Transportation to health clinics, physicians, and social services agencies may be provided through school system, social worker, volunteers or community agencies.

SECTION XI: SUBSTANCE ABUSE PROGRAMS

Statutory Definitions

"Substance Abuse Programs" means agency based or school based educational programs which are designed to meet the needs of students with drug or alcohol-related problems.

Target Population/Eligibility

Students participating in residential or day substance abuse treatment programs
Students who have documented drug or alcohol related problems

General Program Goals

The overall goal of such programs is to increase the likelihood that students with drug and/or alcohol related problems are provided with appropriate substance abuse treatment and with a responsive educational program that will facilitate high school graduation.

Other goals include:

- to accommodate for the continuation of academic progress while attending to the need for substance abuse treatment
- to provide factual information regarding alcohol and drug abuse
- to provide an educational program that supports the program goals of a residential or day treatment facility
- to provide life management skills training and resource information to students experiencing problems that are caused by or may affect family interactions
- to provide learning experiences which foster group interaction, communication, problem solving and decision making skills
- to foster development of self worth and acceptance of responsibility for behavior

Program Delivery Options

School Based Courses in substance abuse, adolescent health issues, peer counseling, etc. Students continue their regular academic schedule while in the program.

Resource Programs are school or agency based counseling and education programs delivered on a supplemental basis.

Self Contained Programs are school based programs in which students participate on a full or part time basis. Academic courses, substance abuse prevention courses, counseling and other support services are provided.

Residential Treatment Programs often include an educational program delivered to students receiving substance or alcohol treatment.

Optional Program Components

Counseling

- individual and family counseling, school based or community based
- student chapters of Alcoholics Anonymous and Narcotics Anonymous
- after-school support groups (student and parent groups)
- group counseling

Academics

- continuation of regular academic program
- factual information about drug and alcohol use/abuse
- curriculum options (see Sections IX and XIII)

Health/Medical

- assessment of psychological needs
- assessment and treatment of physical needs that may or may not be related to substance abuse
- emphasis on exercise, fitness and good nutritional habits

Life Management

- self awareness activities
- cooperative group activities
- self esteem building integrated into all aspects of program
- activities focusing on problem solving and conflict resolution

Family/Community Involvement

- family counseling and support groups
- community awareness and partnership programs

Examples of Programs

Alcohol and Drug Abuse Prevention Program
Broward County Schools

Broward County's Alcohol and Drug Abuse Prevention program uses three components to serve students from kindergarten through high school. Because of its success and cost effectiveness, the program has been recommended by the Florida Department of Education to serve as a model in Florida's schools. The three components of the program are Information, Process, and Family/Community Service. The information component establishes a drug and alcohol education curriculum in Broward County Schools. Techniques in building self esteem as a weapon against substance abuse are also included. The Process component provides peer counselors as the basis for helping troubled students. Natural leaders are selected from the school population and trained for a full academic year by professionals and receive academic credit. This component also involves a 12 week parenting course for the parents/guardians of problem students. Finally, the Family/Community Service Component is comprised of three approaches to help parents positively influence their children, especially during the primary years.

Contact: Robert Holsaple
Supervisor of Prevention Programs
Broward County Schools
Model Adjustment Program
6650 Griffin Road
Davie, Florida 33314
(305)765-6537

North Tampa Alternative School
Hillsborough County Schools

The North Tampa Alternative School (NTAS) is a cooperative effort of the Tampa/Hillsborough County Drug Abuse Comprehensive Coordinating Office, Inc. (DACCO) and Hillsborough County Schools. This is a separate alternative school in which students spend from 9 to 36 weeks. Program objectives include: improvement in achievement levels in English and mathematics; a 75% reduction in referrals for disciplinary action; a 25% reduction in absences; improved self concept as a result of success in social and academic endeavors; improved level of peer function; 25% reduction in out-of-school suspensions; 50% reduction in delinquency referrals; and freedom from substance or alcohol use.

Contact: J. Kelly Lyles
Post Office Box 3408
Hillsborough County Schools
Tampa, Florida 33601-3408
(813)272-4809

Substance Abuse Intervention Program
Duval County Schools

A substance abuse intervention team, consisting of an administrator, counselor, teachers, and a parent, was trained for each of 43 secondary schools. Students with documented behavior patterns suggesting alcohol or substance abuse may be given the following options. Chemically dependent students may be referred to an in-patient or out-patient treatment facility. Students using alcohol or drugs, but who are not chemically dependent, may be referred to the Darnell-Cookman Counseling Center (a separate facility) or may remain in their home schools, but participate in the Substance Abuse Counseling Program. The Substance Abuse Counseling Program is an after-school program (two evenings per week). Parents are obligated to attend this program. Students staying in their home schools and not participating in the Substance Abuse Counseling Program receive specialized attention from a teacher, and participate in peer counseling programs and after-school support groups.

Contact: Julia Harvard
Duval CountySchools
1701 Prudential Drive
Jacksonville, Florida 32207
(904)390-2131

OMBUDSMAN
Charlotte, North Carolina

OMBUDSMAN is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. OMBUDSMAN does not emphasize information about drugs per se, although some drug topics are included for discussion as part of specific exercises.

The course has three major phases. The first phase focuses on self awareness and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision making, and problem solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as with family and peers. The third phase is in many ways the most important. The class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way. The program must be presented to a given classroom of students for a minimum of two hours per week for a full semester.

Contact: Jay Keny
Dissemination Coordinator
Charlotte Drug Education Center
1416 East Morehead
Charlotte, North Carolina 28204
(704) 336-3211

Cambridge and Somerville Program for Alcoholism Rehabilitation (CASPAR)

Somerville, Massachusetts

Sociological studies of ethnic groups with high and low rates of alcoholism confirm the apparent transmission of drinking attitudes and behavior along family and cultural lines, and link the incidence of alcoholism to the way in which children are acculturated to alcohol. In contrast to the view of alcoholism as being caused exclusively by psychological or physiological determinants, these studies suggest that alcohol use and abuse are learned behaviors, and that attitudes toward drinking are prime factors in the development of alcoholism.

The Decision About Drinking curriculum has units for elementary grades 3-6, junior high grades 7-9, and senior high grades 10-12. Each unit has sequential modules for each grade level which follow a spiral pattern, repeating similar concepts in progressively greater depth. Each module is designed for seven to ten 45-minute teaching periods, with flexibility for expansion or contraction to a minimum of five teaching periods. Alcohol use and decision making are covered during the first six or seven periods. Alcoholism is covered only during the last one to three periods, when children who are experiencing family problems will be more ready to accept this information. The curriculum emphasizes high student involvement through participatory activities such as debates, role plays, pools, drawings, and small group discussions. Activities focus on real life issues and situations, and convey repeated and consistent messages about responsible decision making in relation to alcohol use. Trained teachers using the CASPAR model can produce classroom situations in which many children will exhibit a typical behavior, signalling their distress over alcohol-related concerns. At this point, the teacher can discuss problems with the students, and refer them to appropriate community agencies. Besides facilitating referrals, evaluation evidence from a number of sites indicates that proper implementation increases knowledge and affects attitudes, and that these changes remain for at least a year. Published evidence also suggests that repeated exposure may affect rates of problem drinking.

Contact: Ruth B. Davis, PH.D., Director
CASPAR Alcohol Education Program
226 Highland Avenue
Somerville, MA 02143
(617)623-2080

Parental Awareness and Responsibility Adolescent Residential Treatment Center
Operation PAR, Inc.

Largo, Florida

Operation PAR is a residential treatment center for drug and alcohol abusers, ages 13-18, in which teenagers receive treatment for six to nine months. While in the treatment center, the youth must attend school which is provided at the center. Even those who have already earned a GED must attend school and may serve as a peer tutor or teacher aide. The school program includes two components: the traditional school and the GED program for students 16 years or older who have dropped out of school, or who do not want to attend regular high school. Over 50 courses are presently offered. At the middle school level, the students receive a complete education. Subjects

include: language arts, math, social studies, reading, physical education, employability skills, remedial courses, and electives including art, music, health, and science. The program also offers a comprehensive education at the high school level. The program employs two teachers, includes a full time summer program, and is fully accredited by the Pinellas County School Board. Special features of the program include individualized education and family involvement. Support and educational services for families include counseling, alcohol education classes, discussion groups, and seminars on parent/child communications. PAR offers over a dozen programs concerning substance abuse for people of all ages. Prevention services, community education, early intervention, and a variety of treatment programs are available, providing comprehensive assistance for the entire community.

Contact: Operation PAR, Inc.
Parental Awareness and Responsibility
Part Hartstein/Melissa Andress
13800 66th Street North
Largo, Florida 33541
(813)530-7545

ALPHA Program

Pinellas County Schools and Operation PAR

The ALPHA Program is a substance and alcohol abuse prevention program serving children in fourth and fifth grades (and occasionally some from the third grade), who are experiencing some degree of discouragement concerning their behavior and their academic achievement. General age range for the children is between nine and twelve. The program is operated under joint sponsorship of the Pinellas County School System and Operation PAR (Parent Awareness Responsibility) Prevention Services.

The approach is to provide intensive academic help and counseling services to the child, counseling and effective parent-skills training to the child's parents, and consultation and support staff development to the child's teachers. The rationale is that to best serve the child, the entire family must be involved in an intensive effort to redirect the child to utilize his learning potential. The "family" of the child, for the purpose of this approach, consists of all significant adults, siblings, and peers directly affecting the child's environment.

The ALPHA Social Worker/Coordinator is responsible for planning and coordinating all ALPHA activities under guidance of the school principal and the ALPHA Steering Committee. ALPHA Teachers are responsible for maintaining an individual academic program, and supporting a behavior program developed by the team for each student. The ALPHA Counselors are responsible for providing individual and group counseling and educational training for the student's parents, as well as consultation and supportive staff development for the student's teachers. The ALPHA model is implemented in several Florida school districts.

Contact: Kay Lillie
Sandy Lake Elementary School
1360 Sandy Lane
Clearwater, Florida 33515

SECTION XII: DISCIPLINARY PROGRAMS

Statutory Definition

"Disciplinary Programs" means programs designed to provide intervention for students who are disruptive in the traditional school environment.

Target Population/Eligibility

The general target population for disciplinary programs consists of students who either have a history of disruptive behavior in school or who have committed offenses which may warrant suspension or expulsion according to the district's code of student conduct.

Disruptive behavior includes behavior which:

- severely threatens the general welfare of students or others with whom students come into contact.
- interferes with the student's own learning or the educational process of others.
- results in frequent conflicts of a disruptive nature while the students is under the jurisdiction of school.

Program Criteria

Districts are required to attempt a continuum of educational and student services interventions prior to assigning a disruptive student to a disciplinary program of more than ten days in duration, except when the student has committed an offense which may warrant expulsion.

Students in in-school suspension programs are to generate FEFP funding at the basic cost factor for their grade level (beginning in 1987-88 school year).

Students completing a detention or court adjudicated commitment program are to be evaluated prior to an educational placement, and are not to be automatically placed in a disciplinary program.

Disciplinary programs are to be positive and not punitive.

General Program Goals

The general goal of disciplinary dropout prevention programs is to help students become more successful in school through continuing their education during the imposition of disciplinary options and by using positive approaches to encourage students to change ineffective behavior patterns.

Other goals may include:

- to provide positive alternatives to out-of-school suspension and expulsion
- to help students acquire attitudes and skills which lead to success in school
- to provide more appropriate instructional and student support services for students who exhibit disruptive behavior in traditional school
- to help students become better able to cope and deal effectively with problems
- to provide learning experiences that help students build self confidence and motivate them to want to learn

Program Delivery Options

In-school Suspension is a short term (10 days or less) alternative to suspension in which students attend a special class and continue to work on school assignments during a period of suspension. Tutoring and counseling services are often provided in the program.

Self Contained Class is an in-school model of longer duration designed for disruptive students. These programs may employ behavior modification programs, incentives, counseling services, remedial or tutorial services, and work back programs. Students may participate either full or part time.

A Separate School or Center is a more comprehensive alternative school program. Disciplinary centers or schools often use token or point systems to improve student behavior, identify progress, and determine when a student should exit the program.

Telecommunications Alternative to Expulsion is a disciplinary alternative designed for students who are expelled from their regular school. This type of program uses a telecommunications network that links a teacher by telephone to students at their homes. Credit courses are offered and students periodically meet at the program site to take tests, turn in assignments, and receive materials. This model is also used in a number of hospital/homebound programs.

Optional Program Components

- a strong emphasis on coping skills and conflict resolution
- a strong affective curriculum to promote positive self esteem and motivation
- the coordination of support services such as counseling, mental health, family counseling, career guidance, and health and economic services
- a high degree of coordination with law enforcement, juvenile justices and the Department of Health and Rehabilitative Services
- sophisticated behavior management systems such as incentives, point systems and token economies
- a self awareness component which emphasizes responsible decision making and behavior
- a transition or work-back program with follow up services designed to facilitate successful transfer back into the regular school setting
- curriculum options which may include those described in Section XIII
- delinquency prevention or law education programs to help students understand the consequences of delinquent behavior
- extracurricular group activities to promote positive attitudes and to increase contact with positive adult role models
- community service and volunteer activities designed to promote self confidence and teach the value of helping others
- field trips to prisons and substance abuse treatment centers to increase awareness of the consequences of certain behaviors

Examples of Programs

South Area Alternative School (SAAS)
Broward County Schools

The South Area Alternative School serves middle and high school students who have been dysfunctional in the public school system due to chronic misbehavior. By providing this alternative program it is hoped these students will stay in school, and delinquent acts will be curtailed. The students are referred by their home schools, and students and parents must meet with the SAAS staff upon enrollment to clarify goals and responsibilities. In the school's academic program, students receive individualized instruction due to the variety of grade and ability levels. Remedial instruction in reading, math, and language arts is available, as well as physical education, shop, horticulture and computer skills. Vocational-technical opportunities are offered as well. The program has four levels in which a student progresses toward the goal of returning to regular school or employment. Students pass from Level I to Level II with satisfactory attendance, behavior, and academic achievement. During Level II, the student must complete at least 20 hours of community service at which time students learn compassion for others. During Level III, students attend classes part time on a regular school campus, slowly mainstreaming until the student leaves the alternative school during Level IV. Strict discipline and enforcement of school rules are expected at all times. Constant contact with parents is maintained, and parents are encouraged to participate in the Parent Effectiveness Training Program. The school has been successful in reducing the incidence of dropout, truancy, suspensions, and other dysfunctional behavior.

Contact: Marlene Leopold, Principal
South Area Alternative School
1050 NW 7th Court
Hallandale, Florida 33009
(305) 456-0115

Miami Douglas MacArthur Senior High School
Dade County Schools

Miami Douglas MacArthur South is a school designed to help students who are having problems adjusting in their regular school program. The problems are varied. They may range from attendance to difficulties with learning in a traditional setting. The majority of these students are severely deficient in their knowledge of basic skills. Many are impulsive, uninhibited, aggressive and hostile; many have exhibited serious attendance problems since elementary school and many are juvenile offenders or ex-offenders. For these reasons the philosophy and objectives of the Alternative Senior High School must reflect the characteristics and needs of these students.

MacArthur South is coeducational and serves students in grades 9 through 12. Students who attend MacArthur South come from the southern part of Dade County. Students are assigned to Douglas MacArthur either administratively, or voluntarily. If a student has been assigned administratively, he or she has no choice but to attend. A voluntary placement results from a parental request, with approval of student services personnel at the district level.

For the student who has experienced failure within the traditional school setting, there are several advantages to attending MacArthur South. In addition to a standard high school diploma, MacArthur South also offers several vocational certificate programs. All classes within the alternative school are smaller than in the traditional school. The student/teacher ratio is no more than 18 to 1. All students are provided with individualized instruction, a noncompetitive grading system, a wide choice of electives, and well trained staff members, many of whom have received special training to assist the kind of students attending the alternative school.

Contact: Mr. Ransom Hill, Jr.
Principal
MacArthur South High School
22035 SW 84th Street
Miami, Florida 33173

Positive Alternatives to Student Suspensions (PASS)
Pinellas County Schools

PASS is a program that offers several solution strategies for serious behavior problems that often result in student suspensions. Given that a high number of suspensions increase the propensity of a student to drop out of school, Pinellas County developed preventive/developmental and crisis/remedial interventions, responding to the problem in a comprehensive way. Preventive/developmental activities include the following:

- Staff Development for a Humanistic School - Workshops and seminars to help school faculty and staff learn to communicate positively, thus creating a more humane atmosphere

- Humanistic Activities in the Regular Classroom - Psychologists, social workers, and teachers direct a 12 week program in which students spend an hour a week in positive social awareness activities that foster a feeling of belonging

- Basic Encounter for Secondary School Students - A 12 week student interaction program that emphasizes personal growth and effective communication

- Basic Encounter for School Personnel - The faculty/staff version of the student encounter program

- Parent Training Groups - A six-session program that helps parents improve relationships with their children

The crisis/remedial components include the following:

- The Time Out Room - A strategy that provides an alternative learning environment in which students can discuss problems with a "listener" before coping difficulties can result in undesirable behavior

- A School Survival Course - A 12 week program that helps students with behavior problems learn to create positive learning experiences and positive feed-back from teachers and other students, thereby decreasing misbehavior and suspensions

- A Home Survival Course - A 12 week program that teaches students a variety of techniques to facilitate relationships at home

Students participating in PASS programs have experienced a significantly lower frequency of misbehavior and suspensions than previous data have shown. The program is supported by state and local funds.

Contact: John Kackley
or Ralph E. Dailey
Pupil Personnel Services
Euclid Center
1015 10th Avenue North
St. Petersburg, Florida 33705
(813)823-6696

SECTION XIII: YOUTH SERVICES PROGRAMS

Statutory Definition

"Youth services programs" means educational programs provided to students participating in Department of Health and Rehabilitative Services or other youth residential or day service programs.

Target Population/Eligibility

students participating in a detention, commitment or rehabilitation program sponsored by a community based agency or operated by the Department of Health and Rehabilitative Services

students who have been abandoned, abused and/or who are runaways

students participating in any other agency based youth services program other than for treatment of alcohol or substance abuse

Program Criteria

Programs which take place in a wilderness or park setting and are of less than 40 days in duration may limit the educational program to tutoring and the teaching of employability skills.

Students under 16 years old who are in a youth services program are required to participate in the educational program.

School districts should make every effort to offer a wide variety of educational programs to students in youth services programs.

With the exception of short term programs provided in wilderness or park settings, programs should lead to the completion of requirements for a high school diploma or its equivalent.

Note: The Department of Education is authorized to contract directly with private nonprofit agencies for the provision of educational services to clients of the Department of Health and Rehabilitative Services.

General Program Goals

The general goal of youth services educational programs is to help students acquire a high school diploma or its equivalent through providing a variety of basic, alternative, vocational and exceptional education programs.

Other goals may include:

- to provide students who have been unsuccessful in traditional school programs with more appropriate educational services
- to help students, through education and counseling, to become more successful in life and to resolve problems which have led to participation in the youth services programs
- to provide positive role models who demonstrate caring and who have high expectations
- to help students develop self discipline, improve self concept and make responsible life decisions

Program Delivery Options

Agency based programs deliver educational services in the agency's facility. The school district either provides instructional personnel, or contracts with the agency for those services. In either case, FEFP funds are generated by participating students, and the school system is responsible for the program.

School based educational services may be provided for students. Such programs are designed to provide students with specialized programs such as vocational courses, exceptional education services and advanced academic or alternative curricula. Such programs may be full or part time, and may be provided in concert with an agency based program.

Nontraditional experiential programs may be delivered through wilderness, business, or other out-of-school settings. Such programs generally require course modification and the cooperation of other agencies or groups.

Optional Program Components

In addition to employing tutorial, counseling, incentive and other strategies described in Section IV, youth services programs may adopt one or more of the curriculum options described below.

Core Academic Concepts may be drawn from basic courses in a subject area. These core or common concepts are then compiled to form the content of instruction in the subject area. This option allows a program to meet the basic academic needs of a group of students who may be in different grades.

The Laboratory Approach provides individual student assessment and instruction in basic skills and other subjects. This program focuses only on skill deficiencies and is designed to deliver instruction on a variety of levels.

A Standard Curriculum consists of courses which best match those offered in regular schools. This option is usually employed in larger youth services programs in which more course offerings are possible. Transfer of credit for students returning to regular schools is more easily accomplished through this approach.

Mainstreaming to Regular Schools is an option for students in youth services programs that have less stringent security requirements. This option allows students to attend local schools for their educational program.

Special Curricula for Immediate Needs may be provided for students (especially in short term programs) who have pressing needs. Such instruction may include health and hygiene, law education, peer counseling, employability skills, life management skills, driver education and vocational training. Instruction in basic skills often accompanies such specialized instruction.

Experiential Learning Programs provide very nontraditional curricula through outdoor, wilderness, apprenticeships, and other nonschool based curricula.

Other Components

- incentive program for academic performance and behavior
- individual and group counseling
- a self awareness component emphasizing responsible decision making
- vocational and employability skills training
- substance abuse counseling and curriculum
- community service and volunteer programs
- delinquency prevention and law education curriculum

Examples of Programs

Community Based Delinquency Commitment Programs of the Florida Department of Health and Rehabilitative Services

Since 1968, the Department of Health and Rehabilitative Services has established several community based delinquency programs. The programs are designed to temporarily remove the youth from their environment, placing them in rehabilitative, correctional settings. Through these commitment programs delinquent youth learn to become cooperative members of their communities and continue to attend and finish school. The programs aim is to attain these goals by helping the youth create stable relationships with their peers and staff members, and by teaching them to comply with rules of the program.

There are a variety of community based delinquency commitment programs. Admission intake criteria, rehabilitation plans, and length of stay in the program depend on the seriousness of the offense committed, the age of the youth, and the maturity and emotional stability of the youth. The following community based delinquency commitment programs are offered in the State of Florida.

Halfway Houses/START (Short-Term Adolescent Rehabilitative Treatment) Centers

These programs are usually located in urban areas, and youth, ages 14 to 18 are committed to the facilities for an average of six months. While residing in the houses, some youth attend public schools and work, facilitating their intergration into the community while being rehabilitated. For those needing educational remediation, in-house alternative and remedial education teachers are provided by the school system. By receiving individualized instruction while continuing their education, students are motivated to remain in and finish school. Reality therapy is used to teach youth responsibility for their behavior in school and in the community.

Jacksonville Youth Development Center (JYDC)

This is a residential program for younger boys, ages 11 to 14, who have committed serious offenses and who require a restrictive program due to their aggressive behaviors. Reality therapy is stressed, and group, individual and family counseling are available. The youth stay in the program for an average of six months. Local school system teachers provide the in-house alternative and remedial educational programs, as the youth do not display appropriate behavior to attend public schools.

Short-Term Offender Programs (STOP Camps)

These programs are located in wilderness campsites in which first offenders live in cabins for an average of two months while working on outdoor projects designed to give them an appreciation for their environment. By working hard on outdoor projects, youth, ages 14 to 18, learn responsibility for their actions and the value of employment and completing tasks. Education is provided in agreement with local school systems.

Training and Rehabilitation to Youth (TRY) Centers

TRY Centers are nonresidential, intensive day treatment programs for offenders, ages 13 to 18, who are able to live in their own communities, but have exhibited problems in school, on community control or during a committed status. Educational and vocational programs are provided by the facility or in the community. For further participation in the community, some youth may be employed part time. The program emphasizes counseling for the youth and their families. The program is considered preventive, with the hope of rehabilitating youth and helping them successfully adjust to school and community before treatment in residential settings becomes necessary.

Florida Marine Institutes

This is a residential, community based facility that provides serious offender youth with accelerated remedial education, and vocational and employability skills training. Youth spend six months at the institutes learning coping skills and the work ethic in order to become a productive member of society. About half of the youth graduating from the institute earn the GED. Also, about 80 percent of youth participating in environmental work programs later secure more permanent employment.

Associated Marine Institutes, Inc.

These programs are nonresidential programs of the Florida Marine Institute designed for youthful offenders who have not been aggressive enough to make them eligible for residential programs. Most youth are first offenders or misdemeanant offenders. Individualized counseling and education plans are determined, and families are encouraged to participate through counseling. Marine Institutes utilize Florida's marine resources for educational and vocational training experiences.

Youth Homes of Florida, Inc. (YHF)

These programs are funded by a private nonprofit corporation. Six youths, ages 12 to 17, live in each home which is run by trained, live-in married couples assisted by a full time counselor. Education is individually determined and youth are tested during the first week of the program by a learning disabilities teacher. The Youth Homes have learning centers which are dedicated to teaching remedial math and reading skills. Youth participate in the program for an average of six months.

San Antonio Boys Village (SABV)

This is a residential treatment program for male offenders, ages 13 to 17. Average stay in the program is six months, and families are encouraged to participate in the program through counseling and training sessions. The Pasco County School System provides education, and youth are encouraged to integrate themselves into the community, participating in community work projects and in work experience activities.

Panama City Marine Institute
Panama City, Florida

Students in grades eight to twelve who are first offenders, chronic truants, or have been severe discipline problems in school participate in this nonresidential program. This community based program contracts with Bay County Schools to provide basic, remedial and vocational education programs to students. The program makes full use of surrounding marine environment to teach students marine biology, scuba diving, boat repair, yachtsmanship, and other marine-related occupational skills. Students may also take regular academic classes for credit toward graduation or in preparation for the GED. Students participate for ten hours a week in individual or group counseling activities. Employability skills and family counseling are also provided.

Contact: Larry W. Schmidt, Director
222 East Beach Drive
Panama City, Florida 32401
(904)763-0748

or

Ms. Addie Adams
Bay County Schools
Post Office Box 820
Panama City, Florida 32402

The CSP Juvenile Foundation, Inc.
Dade County, Florida and Los Angeles County, California

Since 1978, the CSP Juvenile Foundation has collaborated with the Boys Club of Miami and Los Angeles to provide an educational and rehabilitative program for juvenile offenders, ages 8 through 14. Eligible youth have a minimum of five juvenile court contacts and are usually deficient in reading and computation. For academic remediation, students receive two hours of daily tutoring in reading, spelling and mathematics at their own levels. The tutors teach in the Dade and Los Angeles County school systems and many hold degrees in special education. Satisfactory performance in reading and math in the CSP Program has helped students improve academically in the public schools, and has prevented many from repeating their courses or being retained. Counselors work daily with the youth and monitor activities, bring the students to the program after school and then home in the evenings. Counselors also help the youth develop self discipline, self esteem, a sense of responsibility and citizenship through a variety of activities. Individual talents are explored to develop personal character and potential. Social interaction with a variety of people of differing ages and backgrounds provides social development. Group counseling is also featured. Students are provided with supervised recreation at Boys Club centers and are taken on educational and recreational field trips. A small number of hard-core juvenile delinquents are also accepted into the program. The CSP Juvenile Program is a nonprofit organization which exists through private funding and support from the Boys Clubs.

Contact: Norman Darwick
Executive Vice President for Development
CSP Juvenile Foundation, Inc.
Post Office Box 330-199
Miami, Florida 33133-0199
(305)446-9910

Orange County Detention Center
Orlando, Florida

The detention center school program serves students in grades two to twelve who have been arrested or are in trouble with the police or other community agency. The Orange County School System provides a full range of academic and support services to students. The program is designed to motivate students, remediate basic skills and facilitate transition back into regular schools with no loss of academic credit. The school system has developed a comprehensive curriculum and provides other student support services.

Contact: Henry Wright, Principal
Orange County Schools
434 North Tampa Street
Orlando, Florida 32802

Walter Scott Criswell House
Tallahassee, Florida

Walter Scott Criswell House is an HRS residential group treatment facility for approximately 30 juvenile offenders, ages 14-18. The program is based on Reality Therapy which stresses individual responsibility and achievement of goals. The average length of stay at the facility is three to six months. The residents take an active part in the overall functioning of the program. Duties range from daily chores of cleaning and upkeep to responsible decision making and peer evaluations. Each resident also participates in daily school classes taught by Leon County teachers and group meetings led by a qualified group leader.

The school program at the Criswell House was established to provide students with the opportunity to learn basic skills and to earn high school credits while residing at the facility. The school program serves three basic functions:

1. It assists students in acquiring the basic life survival skills;
2. It prepares the student for future educational and/or vocational goals;
3. It assists the student in solving social and behavioral problems while in an educational setting.

All residents who enroll in the school program are pretested with the MAT. This test is used to help with class placement and to provide an indicator of the instructional level. Upon withdrawal from the school program, students are posttested with the same MAT to help measure their achievement while in the Criswell School. Upon completion of the Criswell Program the student, counselor and teachers discuss the student's educational future to facilitate a smoother transition back into the student's home school.

Contact: Ray King
ESE Coordinator
Leon County Schools
2757 West Pensacola Street
Tallahassee, Florida 32304

SECTION XIV: COMMUNITY BASED PROGRAMS

This section is provided to assist school districts in understanding the Community Based Dropout Prevention Grant Program. Although school districts are not eligible to apply for these funds, their cooperation and coordination with a community agency applicant is required before the application can be considered. A better understanding of the goals and intent of this program will be helpful to district personnel in making such decisions.

Statutory Definition

"Community based dropout prevention programs" means programs and services provided by public or private nonprofit agencies which are designed to support and supplement the dropout prevention program of the school district.

Target Population/Eligibility

Community based dropout prevention programs are designed to serve high risk students and dropouts. Possible target groups may include:

- students K-12 who are "at risk" for school dropout
- school dropouts
- family members of school dropouts or potential school dropouts
- teen parents and their children

General Program Goals

The overall goal of these programs is to reduce the likelihood that high risk students will drop out of school by providing a wide variety of community agency sponsored services.

Other goals include:

- to develop a "sense of community" and establish support systems that go beyond school boundaries
- to create strong linkages among community resources

- to prevent juvenile delinquency and school dropout by providing positive out-of-school activities and guidance
- to provide a full continuum of services that address the diverse needs of potential dropouts
- to strengthen the relationship between the studies offered in school, and the skills students need in order to be self sufficient and employable

Program Delivery Options

Leadership Clubs are youth club systems that provide social support and motivate students to stay in school through leadership training, business enterprises and other positive group activities and projects.

Community Center programs offer counseling, recreational activities, educational programs, and/or after school programs located at a community center..

Resource Programs offer a variety of counseling and education programs delivered on a supplemental basis either at school or at a community site..

Mentor Programs provide volunteers who are from the business community, retired citizens, or alumni who provide counseling, tutorial assistance, guest lectures, etc.

Optional Program Components

- the provision of caring, positive role models
- supplemental academic instruction, tutoring, and homework assistance
- personnel or career counseling and goal setting activities
- school achievement incentives provided by community agencies, clubs, or employers
- employability skills training either on the job or in the community
- recreational, wilderness, and survival skills programs
- summer employment programs
- cultural and environmental awareness through field trips

Examples of Programs

ASPIRA
Miami, Florida

ASPIRA, which means "aspire" in Spanish, is a national organization that has been funded in Florida by the Department of Education to operate community based dropout prevention programs that focus on Hispanic, Haitian and other minority teenagers. The major goal of ASPIRA is to offer a comprehensive leadership program whereby youths are motivated to stay in school, develop their skills and interests, and acquire a postsecondary education. The academic component of the program includes: educational services that include application process workshops, college and career days, guest speakers, college trips, academic tutorial services, and test (SAT, GRE, and MCAT) preparation; scholarship programs to assist students in securing financial aid to attend college; student access and retention programs to assist students in gaining access to postsecondary institutions; and academic counseling. Beyond academic assistance, ASPIRA offers personal counseling, career guidance, parental awareness through an outreach, a health careers program designed to increase the number of minorities entering health care professions, and a youth leadership program designed to provide opportunities for practical professional experience.

Contact: Ms. Victoria Hernandez
Executive Director
ASPIRA of Florida, Inc.
2902 NW 2nd Avenue
Miami, Florida 33127
(305)576-1512

Cities in Schools
West Palm Beach, Florida

The Cities in Schools of Palm Beach County, Inc. is a nonprofit corporation affiliated with the National Cities in Schools Program. Cities in Schools dropout prevention model is a public/private partnership based on the concept that dropping out is a multifaceted problem of community scope, which the schools cannot be expected to impact themselves. Although the majority of the resources needed to address this problem already exist in most communities, the resources are dispersed and are not necessarily in the right place at the right time. Cities in schools strives through partnerships to place staff in schools where they can get to know the students and follow through on a regular basis. The staff emphasizes building self-esteem, self discipline, communication skills, as well as assisting in problem solving, career exploration and employability skills. The Cities in Schools Program, while labor intensive, is cost effective because of the reallocation of existing resources and the use of volunteers.

Contact: Ms. Lois Gracey
Cities in Schools of Palm Beach County, Inc.
4360 North Lake Boulevard
Palm Beach Gardens, Florida 33401

Retired Senior Volunteer Program (RSVP)

Statewide Program in Florida

RSVP is a national volunteer agency in which retired or semi-retired senior citizens, aged 60 or older, serve through nonprofit private and public community organizations. With the philosophy that senior citizens provide a rich resource of skills, talent, knowledge, and abilities, RSVP encourages seniors of any level of education, experience, or income to share their time in their communities. Presently, approximately a half-million retired volunteers donate 64 million hours of their time through 51,000 local organizations. Volunteer activities are as varied as the senior volunteers, making their impact diverse as well. Through RSVP, seniors can also contribute to dropout prevention. By participating in such activities as tutoring low-achieving students, working in drug awareness programs, serving as surrogate grandparents for latchkey children, and assisting in child care for abused and neglected children, senior volunteers can make an early, beneficial impact on children's lives. By receiving encouragement and positive role modeling from RSVP volunteers, dropouts and potential dropouts can come to believe that they can succeed in school and in life. There are 29 RSVP Projects around the state of Florida. They are sponsored by local community organizations, agencies, and school districts.

Contact: Henry Jibaja, State Director
RSVP State Program Office
930 Woodcock Road
Suite 111
Orlando, Florida 32803
(305)420-6117

School/Business Partnerships

Statewide Programs in Florida

Through school/business partnerships; business, government, and community agencies form partnerships with schools, providing them with an almost unlimited range of activities and opportunities to enrich the educational experience. Partnerships are mutually beneficial to schools and participating organizations. Schools benefit by receiving resources and expertise while students learn about career options and are exposed to a variety of business enterprises. Businesses and other participating organizations receive positive exposure and develop awareness that business can have an important role in education. Both schools and organizations can initiate partnerships that will serve students in a variety of educational ways. The following are a few examples of partnership activities.

Partnership program known as Adopt-a-School, provides services and activities for the student population at large. Possible activities may include the following: guest speakers, assistance in fundraising, incentive awards for good grades and attendance, giving tours of their businesses, and offering space in their businesses to display students' art work. Liaisons are often employed to facilitate partnership activities between schools and businesses.

Other partnerships may focus more upon the business or agency working directly with school management; providing financial consultation, management techniques, or donations of materials the school may need.

Career shadowing is a special feature of many partnerships in which students spend a day in a particular workplace to learn first-hand about job responsibilities. The student follows the employee throughout the workday, experiencing his particular career.

Junior Achievement is a national school/business partnership with several programs in Florida. Through this organization, youth get business experience by conducting their own business enterprises and learn about economic education. There are in-school and after-school Junior Achievement programs.

Partners-for-Excellence is another partnership committed to educational excellence. Needs of a school or school district are identified and businesses agree to supply resources to address these educational or material needs.

The Youth Motivation Program of Pinellas County is a business partnership that focuses on dropout prevention. High risk students are identified and matched with "youth motivators" who help them develop goals, improve employability skills, provide tutoring and homework help and serve as positive role models and listeners. Youth motivators attend training sessions to help them more effectively carry out their volunteer work.

Almost all Florida school districts are involved in partnership activities of some sort. Activities are varied and may be countywide or involve single schools. All partnerships however, depend on committed collaboration between schools and businesses, local organizations and agencies to create enriched and innovative experiences for students.

Contact: Judy Meyer
Coordinator of Business Partnerships
Florida Department of Education
Knott Building
Tallahassee, Florida 32399
(904)488-8385

Big Brothers/Big Sisters

Big Brothers/Big Sisters is a program in which children from single parent homes are matched in a one-to-one friendship with an adult volunteer. Children are between the ages of 6 and 14 and need the guidance, friendship and a role model that a mature adult can offer. Volunteers spend three to five hours per week with the child in activities of their choice. The process of matching a child and volunteer is thorough and involves careful screening of volunteers and interviews by an agency social worker. The "match" is created taking into consideration the individual personalities and interests of both the child and the volunteer. The social worker provides supervision and acts as an important liaison to facilitate the friendship. Some Big Brothers/Big Sisters agencies, including the Dade County program, work with local public schools, identifying children from single parent homes who may be in need of a Big Brother/Big Sister. It may be that the child is experiencing behavior problems, low grades or high absenteeism and could benefit from the concern and guidance of the adult volunteer. Volunteers commit themselves to the match for at least one year in order to provide the child with a stable, predictable relationship they can depend upon. Big Brothers/Big Sisters can be an important dropout prevention effort; a volunteer can be a mentor who helps a child deal with the problems of growing up that may lead to a child dropping out of school.

PART D - APPENDICES

A The Dropout Prevention Act

B Item 453, 1986 Appropriations Act

C Comparison of Current Alternative Education Statutes and CSSB 450, Dropout Prevention Act

D Analysis of Dropout Rate for Grades 9-12 as Reported by Florida School Districts

E Births to Mothers Under 19 by County for 1984

F Forms

G Sources of Additional Funding

H Resource Persons

I Program Description Checklist

Bibliography

230.2316 Dropout prevention.--

(1) SHORT TITLE.--This act may be cited as the "Dropout Prevention Act."

(2) INTENT.--The Legislature recognizes that a growing proportion of young people are not making successful transitions to productive adult lives. The Legislature further recognizes that traditional education programs which do not meet certain students' educational needs and interests may cause these students to become unmotivated, fail, be truant, be disruptive, or drop out of school. The Legislature finds that the school dropout rates within the state have reached epidemic proportions and that a child who does not complete his or her education is greatly limited in obtaining gainful employment, achieving his or her full potential, and becoming a productive member of society. Therefore, it is the intent of the Legislature to authorize and encourage district school boards throughout the state to establish comprehensive dropout prevention programs. These programs shall be designed to meet the needs of students who are not effectively served by conventional education programs in the public school system. It is further the intent of the Legislature that cooperative agreements be developed among school districts, other governmental and private agencies, and community resources in order to implement innovative exemplary programs aimed at reducing the number of students who do not complete their education and increasing the number of students who have a positive experience in school and obtain a high school diploma.

(3) DEFINITIONS.--As used in this section:

(a) "Dropout retrieval activities" means educational programs and activities which identify and motivate students who have dropped out of school to reenter school in order to obtain a high school diploma or its equivalent.

(b) "Educational alternatives programs" means educational programs which are designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs remain in school and obtain a high school diploma or its equivalent.

(c) "Teenage parent programs" means educational programs which are designed to provide a specialized curriculum and other services to meet the needs of students who are pregnant or students who are parents.

(d) "Substance abuse programs" means agency-based or school-based educational programs which are designed to meet the needs of students with drug or alcohol-related problems.

(e) "Disciplinary programs" means programs designed to provide intervention for students who are disruptive in the traditional school environment.

(f) "Youth services programs" means educational programs provided to students participating in Department of Health and Rehabilitative Services or other youth residential or day services programs.

(g) "Community-based dropout prevention programs" means programs and services provided by public or private nonprofit agencies which are designed to support and supplement the dropout prevention program of the school district.

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(4) STUDENT ELIGIBILITY AND PROGRAM CRITERIA.--All programs funded pursuant to the provisions of this section shall be positive, and reflect strong parental and community involvement. In addition, specific programs shall meet the following criteria:

(a) Educational alternatives programs.--

1. The program differs from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students. Student participation in such programs shall be voluntary. The minimum period of time during which the student participates in the program shall be equivalent to three instructional periods per day unless the program utilizes a resource or tutorial model rather than regularly scheduled courses.

2. The student has been identified as being a potential dropout based upon one of the criteria:

a. The student has shown a lack of motivation in school through grades which are not commensurate with documented ability levels, high absenteeism, or other documentation provided by student services personnel;

b. The student has not been successful in school as determined by retentions, failing grades, or low achievement test scores and has needs and interests that cannot be met through federal or state compensatory education programs or exceptional education programs;

c. The student has been identified as a potential school dropout by student services personnel using district or state criteria.

(b) Teenage parent programs.--

1. The program shall provide pregnant students or students who are parents with the option of participating in regular classroom activities or enrolling in a special program designed to meet their needs pursuant to s. 232.01. Students participating in teenage parent programs shall be exempt from minimum attendance requirements for absences related to pregnancy, but shall be required to make up work missed due to absence.

2. The curriculum shall include instruction in such topics as prenatal and postnatal health care, parenting skills, and child growth and development.

3. Ancillary services such as child care, health care, social services, and transportation may be provided through the coordination of existing programs and services.

(c) Substance abuse programs.--

1. The program shall provide basic educational instruction for students participating in nonschool-based residential or day substance abuse treatment programs. Such educational programs shall provide curricula and related services which support the program goals and which are appropriate for completion of a high school diploma or its equivalent; or

2. The program shall provide school-based programs which serve students who have documented drug or alcohol-related problems and shall include instruction designed to prevent substance abuse.

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(d) Disciplinary programs.--

1. The student has a history of disruptive behavior in school or has committed an offense which warrants suspension or expulsion from school according to the district code of student conduct. For the purposes of this program, disruptive behavior is behavior which:

a. Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide, or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or

b. Severely threatens the general welfare of students or others with whom the student comes into contact.

2. The program includes, but is not necessarily limited to in-school suspension, alternatives to expulsion, counseling centers, and crisis intervention centers.

3. Students who have been placed in detention or a court-adjudicated commitment program shall be evaluated by school district personnel upon completion of such programs prior to placement of the student in an educational program. Such students shall not be automatically assigned to a disciplinary program upon reentering the school system.

4. Prior to assigning a student to a disciplinary program of more than 10 days duration, the district shall attempt a continuum of education and student services to identify the causes of the disruptive behavior, to modify the behavior, or to provide more appropriate educational services to the student; however, students who have committed an offense which warrants expulsion according to the district code of student conduct may be assigned to a disciplinary program without attempting a continuum of services.

5. Inschool suspension programs shall be funded at the basic program weight for the grade level at which the program is provided pursuant to s. 236.081(1)(c)1.a.-c.

(e) Youth services programs.--

1. The student is participating in a detention, commitment, or rehabilitation program which is sponsored by a community-based agency or is operated or contracted for by the Department of Health and Rehabilitative Services.

2. A program is provided which shall consist of appropriate basic academic, vocational, or exceptional curricula and related services which support the rehabilitation program goals and which may lead to completion of the requirements for receipt of a high school diploma or its equivalent; provided that the educational component of youth services programs of less than 40 days duration which take place in a park or wilderness setting may be limited to tutorial activities and vocational employability skills.

3. Participation in the program by students of compulsory school attendance age as provided for in s. 232.01 shall be mandatory.

4. The school district shall make every effort to provide students in youth services programs with a wide range of educational programs.

5. The Department of Education or a school district may contract with a private nonprofit entity for the provision of educational

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programs to clients of the Department of Health and Rehabilitative Services and may generate state funding through the Florida Education Finance Program for such students.

(5) PROGRAM PLANNING AND IMPLEMENTATION.--

(a) Each district may establish one or more alternative programs for dropout prevention at the elementary, middle, junior high school, or high school level.

(b) Any school district desiring to receive state funding for a dropout prevention program pursuant to the provisions of s. 236.081(1)(c) shall develop a comprehensive dropout prevention program plan, which describes all of the programs and services which the district will make available to students pursuant to subsection (4). Districts choosing not to implement all of the programs described in subsection (4) shall provide evidence that such programs are either not needed within the district or that the needs of students are already being provided through existing public or private agencies or entities or that the district is unable to provide the program.

1. In order to be approved, each plan shall include the following components:

a. Emphasis on parental, community, and business involvement.

b. Interagency coordination in order to maximize existing human and fiscal resources.

c. A method for early identification of potential dropouts.

d. Dropout retrieval activities.

e. Employability skills and other career awareness activities related to preparation for the work force.

f. Commitment of the district to achieve the goals and objectives of this section, as evidenced by the assignment of at least one person to be responsible for the implementation and administration of the district's dropout prevention program.

2. For each program to be provided by the district pursuant to subsection (4), the following information shall be provided in the program plan:

a. Student eligibility criteria.

b. Student admission procedures.

c. Operating procedures.

d. Program goals and outcome objectives.

e. Qualifications of program personnel.

f. The program budget, including identification of all federal, state, local, or other funds which will be used to support the program.

g. A schedule for staff development activities.

h. Evaluation procedures which describe how outcome objectives will be achieved and measured.

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(c) District comprehensive dropout prevention program plans shall be submitted to the Commissioner of Education for approval by December 1, 1986, prior to implementation of the program. In subsequent years, districts shall submit amendments to the initial dropout prevention plan. Pursuant to rules adopted by the State Board of Education, school districts shall be required to receive approval from the commissioner prior to implementing any new dropout prevention program to be funded pursuant to s. 236.081(1)(c) and not included in the district's initial comprehensive program plan.

(d) Districts may modify courses listed in the State Course Code Directory for the purpose of providing dropout prevention programs pursuant to the provisions of this section. Such modifications must be approved by the commissioner and may include lengthening or shortening of the time allocated for in-class study, alternate methods of assessment of student performance, and the integration of curriculum frameworks or student performance standards to produce interdisciplinary units of instruction.

(6) EVALUATION.--Beginning with the 1987-1988 school year, each school district receiving state funding for dropout prevention programs through the Florida Education Finance Program as provided for in subsection (5) shall submit a biennial report to the Department of Education documenting the extent to which each of the district's dropout prevention programs has been successful in meeting the outcome objectives established by the district for the program. The department shall compile this information into a biennial report which shall be submitted to the presiding officers of the Legislature by February 15 of the second year of each biennium.

(7) STAFF DEVELOPMENT.--Staff assigned to dropout prevention programs shall participate regularly in staff development activities relating to their specific duties and responsibilities as provided for in the district's approved dropout prevention program plan and master inservice plan.

(8) RECORDS.--Each district providing a program for dropout prevention pursuant to the provisions of this section, shall maintain for each participating student for whom funding is generated through the Florida Education Finance program, records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned, and an evaluation of the student's academic and behavioral performance while in the program. The parents or guardians of a student assigned to such a dropout prevention program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such placement pursuant to the provisions of chapter 120.

(9) COORDINATION WITH OTHER AGENCIES.--School district dropout prevention programs shall be coordinated with social service, law enforcement, prosecutorial, and juvenile justice agencies in the school district. Notwithstanding the provisions of s. 228.093, these agencies are authorized to exchange information contained in student records, and juvenile justice records. School district and other agencies receiving such information shall use the information only for official purposes connected with the certification of students for admission to and for the administration of the dropout prevention program, and such agencies shall maintain the confidentiality of such information unless otherwise provided by law or rule.

(10) DROPOUT PREVENTION MANUAL.--The Department of Education, in conjunction with the Center for Dropout Prevention shall develop a manual for school districts which shall include a presentation of the intent and goals of this section, requirements for comprehensive dropout prevention program plans, examples of successful practices,

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identification of resources available to supplement educational programs, and other information that will assist in the successful implementation of this section. This manual shall be made available to school districts no later than September 15, 1986.

(11) COMMUNITY-BASED DROPOUT PREVENTION PROGRAM GRANTS.--

(a) Beginning with the 1986-1987 school year, from funds specifically appropriated by the Legislature for this purpose, the Department of Education is authorized and directed to award grants on a competitive basis to public or private nonprofit entities wishing to implement dropout retrieval activities or community-based dropout prevention programs. Such grants shall be awarded annually by no later than January 30 of each year.

(b) Entities wishing to apply for a grant shall submit a grant proposal to the Department of Education by December 1, 1986, on forms prescribed by the department. In order to be considered for funding, the grant proposal shall include at least the following information and assurances:

1. A detailed description of the program to be implemented, including a statement of program objectives, activities, target population, number of students to be served, and identification of all education, community agency, private sector or other personnel and resources involved in program development and implementation.

2. Assurance that parents and guardians will be involved in the development and implementation of the program.

3. A detailed program budget.

4. Measures for evaluation of the effectiveness of the program, including cost-effectiveness.

(c) The Department of Education shall consider the following factors in awarding grants as specified in this subsection:

1. The dropout rate within the geographic area to be served by the program. Those geographic areas with high dropout rates shall have priority for selection.

2. The qualifications of the personnel who will be responsible for program implementation and administration.

3. The extent to which the program will be coordinated with existing public educational programs and social and medical services.

4. The cost-effectiveness of the program.

5. The degree to which the programs' objectives and activities are consistent with the goals of this subsection.

(d) The department shall make available to any entity wishing to apply for a community-based dropout prevention program grant, information on all of the criteria to be used by the department in the selection of proposals for funding pursuant to the provisions of this subsection.

(e) Entities which are awarded grants pursuant to the provisions of this section shall submit an annual report to the Department of Education documenting the extent to which the program objectives are being met.

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(12) RULES.--The Department of Education shall have the authority to adopt any rules necessary to implement the provisions of this section; provided that such rules shall require the minimum amount of paperwork and reporting necessary to comply with this act.

Section 5. Section 232.302, Florida Statutes, is created to read:

232.302 Florida Center for Dropout Prevention.--

(1) There is established a Florida Center for Dropout Prevention. The duties and responsibilities for the center shall be as follows:

(a) To evaluate dropout prevention efforts and recommend exemplary programs and practices for statewide implementation;

(b) To make recommendations regarding the definition of the term "dropout" and a system for accurately reporting dropouts statewide;

(c) To make recommendations regarding strategies to identify and track dropouts and potential dropouts;

(d) To make recommendations regarding the incorporation of dropout prevention strategies into the school curriculum;

(e) To cooperate with and assist school districts and community based programs in developing model dropout prevention programs and in evaluating the effectiveness of such programs; and

(f) To make recommendations relating to preservice and inservice training for educational personnel relating to dropout prevention and to sponsor staff development activities in cooperation with teacher education centers to assist school personnel with the development and implementation of successful dropout prevention programs and activities.

(2) The center shall be funded on a competitive grant basis through funds appropriated annually by the Legislature.

(3) The center shall submit an annual report to the Department of Education, the Legislature, and the school districts relating to the duties identified in this section.

Section 6. Section 236.0841, Florida Statutes, is amended to read:

236.0841 Student enrichment, ~~and~~ remedial, and dropout prevention programs.--Each school district may provide any amount from current operation funds of the Florida Education Finance Program for salaries of personnel who are employed, pursuant to regulations of the state board, to provide supplementary enrichment, ~~and~~ remedial, and dropout prevention activities pursuant to s. 230.2316. The enrichment, ~~and~~ remedial, and dropout prevention activities, when offered, shall be provided students during periods of time supplemental to or beyond the required 180 days of instruction.

Section 7. Paragraph (c) of subsection (2) of section 236.013, Florida Statutes, is amended to read:

236.013 Definitions.--Notwithstanding the provisions of s. 228.041, the following terms are defined as follows for the purposes of this act:

(2) A "full-time equivalent student" in each program of the district is defined in terms of full-time students and part-time students as follows:

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(c) A "full-time equivalent student" is:

1. A full-time student in any one of the programs listed under the cost factors in s. 236.081(1)(c); or

2. A combination of full-time or part-time students in any one of the programs listed under the cost factors in s. 236.081(1)(c) which is the equivalent of one full-time student based on the following calculations:

a. A full-time student, except a postsecondary or adult student or a senior high school student enrolled in adult education when such courses are required for high school graduation, in a combination of programs listed under the cost factors in s. 236.081(1)(c) shall be a fraction of a full-time equivalent membership in each special program equal to the number of net hours per week for which he is a member, divided by 25; the difference between that fraction or sum of fractions and twenty-five twenty-fifths of the week for each full-time student is presumed to be the balance of the student's time not spent in such special education programs and shall be recorded as time in the appropriate basic program.

b. A student in the basic half-day kindergarten program of not less than 12 1/2 net hours shall earn one-half of a full-time equivalent membership.

c. A half-day kindergarten student in a combination of programs listed under the cost factors in s. 236.081(1)(c) is a fraction of a full-time equivalent membership in each special program equal to the number of net hours or major portion thereof per week for which he is a member divided by 25; the difference between that fraction and twelve and one-half twenty-fifths of the week for each full-time student in membership in a half-day kindergarten program is presumed to be the balance of the student's time not spent in such special education programs and shall be recorded as time in the appropriate basic program.

d. A part-time student, except a postsecondary or adult student, is a fraction of a full-time equivalent membership in each basic and special program equal to the number of net hours or major fraction thereof per week for which he is a member, divided by 25.

e. A postsecondary or adult student or a senior high school student enrolled in adult education when such courses are required for high school graduation is a portion of a full-time equivalent membership in each special program equal to the net hours or major fraction thereof per fiscal year for which he is a member, divided by 900.

f. A full-time student who is part of a program authorized by subparagraph (a)3. in a combination of programs listed under the cost factors in s. 236.081(1)(c) is a fraction of a full-time equivalent membership in each regular or special program equal to the number of net hours per week times the number of weeks for which he is a member, divided by 900.

3. A student in membership in a program scheduled for more or less than 180 school days is a fraction of a full-time equivalent membership equal to the number of days more or less in proportion thereto times the applicable computations set forth in subparagraphs 1. and 2.; however, for the purposes of this subparagraph, membership in programs scheduled for more than 180 days is limited to:

a. Special programs for exceptional students;

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b. Special vocational-technical programs;

c. Special adult general education programs;

d. Dropout prevention ~~Alternative education~~ programs provided for those students who were in membership in teenage parent, substance abuse, or youth service programs as defined in s. 230.2316 and are in need of such additional instruction ~~Department of Health and Rehabilitative Services residential care facilities~~;

e. The Florida Primary Education Program or an approved alternative, as provided in s. 230.2312, for those students who were receiving the preventive instructional strategies for all of the last 45 days of the 180-day term and are in need of such additional instruction;

f. The Florida Progress in Middle Childhood Education Program, as provided in s. 230.2319, for those students in grade 4 or grade 5 who were receiving the preventive instructional strategies for all of the last 45 days of the 180-day term and are in need of such additional instruction;

g. Dropout prevention ~~Basic~~ programs provided ~~of educational alternatives~~ for those students who were in membership in an educational alternative or disciplinary program as defined in s. 230.2316 for all of the last 15 ~~30~~ days of the 180-day term or a total of 30 days within the 180 day term and are in need of such additional instruction;

h. Other basic programs offered for promotion or credit instruction as defined by rules of the state board; and

i. Programs which modify the school year to accommodate the needs of children who have moved with their parents for the purpose of engaging in the farm labor or fish industries, provided such programs are approved by the commissioner.

The department shall determine and implement an equitable method of equivalent funding for experimental schools and for schools operating under emergency conditions, which schools have been approved by the department under the provisions of s. 228.041(13) to operate for less than the minimum school day.

Section 8. Beginning with the 1987-1988 school year, school districts shall be ineligible to generate state funding pursuant to s. 236.081 for any dropout prevention program which has not been approved by the commissioner pursuant to the provision of s. 230.2316.

Section 9. With respect to the 1986-1987 school year only, school districts may generate funding pursuant to s. 230.2315 for any alternative education program authorized to receive funding through the Florida Education Finance Program during the 1985-1986 school year.

Section 10. Section 230.2315, Florida Statutes, is repealed on August 15, 1987.

Section 11. The Department of Education in conjunction with the Florida Council on Bilingual Education shall conduct a study of educational services for limited English proficiency students and make recommendations to the Commissioner of Education and the Legislature by March 1, 1987, regarding:

(1) Dropout prevention strategies;

(2) Ways that foreign language, bilingual, English for speakers of other languages, and Intensive English programs can work together to provide a comprehensive educational program for limited proficiency students; and

(3) An appropriate cost factor for use in the Florida Education Finance Program for teaching English to limited English proficiency students.

Section 12. Section 228.061, Florida Statutes, is amended to read:

228.061 Other public schools; nursery schools, school-age child care programs, special schools and courses.--The public schools of Florida may, in addition to the schools prescribed in s. 228.051, include nursery schools, school-age child care programs, special schools, courses and classes as authorized below:

(1) NURSERY SCHOOLS.--Nursery schools shall comprise classes for children who have attained the ages prescribed by s. 232.05 and may be established in the discretion of the school board where sufficient children of these ages are available to make possible an organization of at least 20 such children at any school center. Such schools or classes shall be supported and maintained from district taxes, from such funds supplemented by tuition charges, or from funds from federal or other lawful sources, exclusive of state sources.

(2) SCHOOL-AGE CHILD CARE PROGRAMS.--School-age child care programs shall consist of educational and recreational programs provided before and after the regular school day and during school holidays to children eligible to attend public schools as provided by ss. 232.01 and 232.04. Such programs shall be supported and maintained from state or district funds, tuition charges, and such funds as may be available from federal or other lawful sources.

(3)~~(2)~~ OTHER SCHOOLS, COURSES, AND CLASSES.--

(a) There may be established, at the discretion of the school board, other schools, courses, and classes pursuant to law or by regulations of the state board for:

1. Giving instruction in applied arts and sciences;

2. Rehabilitating atypical, dependent, and delinquent children;

3. Promoting the education of adults;

4. Furnishing part-time, evening, and vocational schools and classes;

5. Providing technical or vocational training for persons regardless of age; and

6. Offering other types of instruction of a similar nature.

(b) Such schools, courses, and classes shall be supported by state, district, and federal funds or by any combinations of these funds supplemented by funds from such other lawful sources as may be available, including tuition or matriculation fees as may be authorized by regulations of the state board.

Section 13. Section 229.65, Florida Statutes, is created to read:

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

SECTION 01

SPECIFIC
APPROPRIATION

453 SPECIAL CATEGORIES
GRANTS AND AIDS - DROPOUT PREVENTION
FROM GENERAL REVENUE FUND 4,125,000

From the funds provided in Specific Appropriation 453, $475,000 is provided to continue dropout reduction programs funded through a competitive bid process during 1984-85.

From the funds provided in Specific Appropriation 453, $1 million shall be used for community based dropout prevention projects as provided by SB 450 or similar legislation.

From the funds provided in Specific Appropriation 453, $150,000 is provided for the Panhandle Area Education Cooperative to assist rural districts in developing cooperative dropout prevention programs and in tracking students among districts.

From funds provided in Specific Appropriation 453, $225,000 shall be used to continue the Center for Dropout Prevention at the University of Miami which shall evaluate dropout prevention efforts and recommend exemplary practices for statewide dissemination. The Center shall also make recommendations regarding defining and tracking dropouts and how dropout prevention strategies may be incorporated into curricula. The Center shall work with school districts to determine the strategies and effectiveness of the exemplary dropout prevention projects funded through this appropriation and to develop a manual to provide technical assistance in preparing comprehensive plans for reducing dropouts. The Center shall develop a research based profile of a potential dropout and assist school districts in identifying and assisting potential dropouts in elementary and middle schools. An annual report of these findings shall be distributed to the Legislature and school districts.

From funds provided in Specific Appropriations 453, $200,000 shall be allocated to Pinellas County for the High School Alternative Dropout Prevention Program for students to assist in making the transition from alternative centers to regular high schools.

From funds provided in Specific Appropriation 453, $200,000 shall be allocated to Alachua County for the Agribusiness Dropout Prevention Program which focuses on preparing students to operate small businesses in rural areas and on the use of computers in agribusiness.

SECTION 01

SPECIFIC
APPROPRIATION

From funds provided in Specific Appropriation 453, $200,000 shall be allocated for the Inner City Dropout Prevention Program in Dade County.

From funds provided in Specific Appropriation 453, $75,000 shall be allocated to ASPIRA of Florida for the operation of a community based dropout prevention program focused on Hispanic, Haitian and other minority teenagers.

From funds provided in Specific Appropriation 453, $200,000 shall be allocated for the Intensive Learning Alternative Program in Hillsborough County to expand the dropout prevention program targeted for junior high school students.

From funds provided in Specific Appropriation 453, an amount of $750,000 shall be used for educational programs for teenage mothers and day care programs for their children. The Department of Education shall fund sixteen projects which shall be matched by the districts with local and federal funds.

From the funds provided in Specific Appropriation 453, $50,000 is provided for the continuation of the Orange County Minority Youth Dropout Grant Program; $100,000 is provided for the Carver and Union Park Healthy Children Projects and $50,000 is provided for the Urban League Project.

From the funds provided in Specific Appropriation 453, $250,000 is provided for a drug abuse prevention model program in Polk County.

From the funds provided in Specific Appropriation 453, $25,000 shall be allocated to the Volusia school district for a feasibility study of a magnet school.

From funds provided in Specific Appropriation 453, $50,000 is provided to conduct a study of educational services for limited English proficiency students in accordance with CS/CS/HB 943 or similar legislation.

From the funds provided in Specific Appropriation 453, $50,000 shall be provided to Brevard County.

From the funds provided in Specific Appropriation 453, $75,000 shall be to the Dade County James E. Scott Summer Youth Employment and Training Program.

COMPARISON OF CURRENT ALTERNATIVE EDUCATION STATUTES AND CSSB 450, DROPOUT PREVENTION ACT

ISSUE	CURRENT STATUTES	CSSB 450
1. Student Eligibility Categories	Unsuccessful	Potential Dropout/Unsuccessful
	Disinterested	Potential Dropout/Unmotivated
	Disruptive	Disruptive
	Pregnant, Parent, or Married	Pregnant or Parent
	Students in HRS Facilities	Students in HRS or any Youth Services Program
	Students with Limited English Proficiency	Not mentioned in bill. Authorized in Appropriations Act
	No category, but may be eligible under another category	Students with Drug or Alcohol Problems --School or Agency based
	No specific category but may be eligible under another category	School Dropouts are eligible for Retrieval Programs
2. Eligibility Criteria		
a. Unsuccessful Disinterested	Lack of success as evidenced by grades, absences of achievement test scores	Same criteria but part of definition of a potential dropout
b. Unmotivated	No comparable criterion	Grades not up to potential or other documentation by student services personnel
c. Potential Dropout	No comparable criterion	As determined by district potential dropout criteria or profile

	d. Disruptive	Referrals for Discipline	Referral for discipline (same definition as Rule) Add: The commission of an offense which warrants suspension or expulsion according to the district code of student conduct
	e. School Dropout	No comparable criterion	No definition of eligibility category
	f. HRS Related or Youth Services	Students in HRS youth detention or commitment program are included under disruptive definition	Addressed under Youth Services Program. Includes contracted programs and programs provided by other agencies.
	g. Pregnant, Parent or Married	No requirement for documentation in law	Same
	h. Substance or Alcohol Abuse	No eligibility category but may be be served through HRS or programs for disruptive students	Students with documented drug or alcohol problems
3.	Programs NOT Funded Through the FEFP	No comparable program	Dropout Retrieval Activities. Strategies to identify and motivate dropouts to reenter school
		No comparable program	Community Based Programs - Categorical grants to agencies other than school districts for the purpose of conducting supplementary dropout prevention activities.
		Dropout Center currently established in Proviso Language	Establish a Dropout Prevention Center to conduct research and provide support for district dropout prevention programs. The role is expanded in 1986-87.
4.	Program Plan Approval	No plan or approval required except for annual FTE projections	One time approval of a comprehensive plan is required. (Guidelines are provided.) (DOE is to develop a manual to help districts develop acceptable plans by September 15, 1986.)

5.	Parental Involvement	No parent or community involvement component is required.	Parent involvement component is required.
6.	Positive Programs	Requires programs to be positive	No change
7.	Disciplinary Programs	Current law doesn't make such a distinction.	Disciplinary programs are a special category. The act requires interventions to be attempted prior to assignment of students to long term disciplinary programs except in cases of behaviors which warrant expulsion. School districts may not automatically place students in disciplinary program upon completing a commitment or detention program.
8.	Educational Alternatives or Options	No regulation program components, but the intent language implies that they should be different from traditional schools.	Programs must differ from traditional school programs. Programs consisting of regularly scheduled classes must be three periods or more. Participation is voluntary.
9.	Programs for Pregnant Students	Programs for pregnant students should be better suited to the needs of this population.	Programs for pregnant students must have specialized curricula and may have ancillary services. Participants are exempt from minimum attendance requirements, for certain absences, but must make up work missed.
10.	HRS Related Programs	No special regulation	Short-term wilderness or park programs may be tutorial and teach employability skills. Students under 16 must attend educational program. Districts should strive to offer a wide range of educational programs. DOE may contract directly with agencies to provide such programs.

11.	Substance Abuse Programs	Not mentioned, but may be provided under categories of disruptive or HRS related.	Now a special category. May be agency based and should allow students to work towards a high school diploma or its equivalent. School based programs may also be funded.
12.	Funding	Educational Alternatives and Intensive English at a cost factor of 1.657 for 1986-87.	No mention of funding but implies that alternative education funds will be used beginning in 1987-88. In-school suspension will be funded at the basic cost factor for the appropriate grade levels served.
13.	Evaluation	Students must be evaluated while in the program.	Same as current law Comprehensive plans must have an evaluation component. Districts will submit biennial program evaluations. (DOE will compile and report to the legislature.)
14.	Records	Addressed in rule	Records must include documentation of eligibility, length of participation, type of program, and an evaluation of the student's participation. (Same as required in Rule 6A-1.0994, FAC.) Only applies to students for whom weighted FTE is generated.
15.	Staff Development	No requirement	Regularly scheduled staff development activities for program personnel are required. Must be addressed in the program plan.
16.	Curriculum	Alternative education is subject to all general education provisions concerning credit, courses, etc.	Districts may modify courses in the Course Code Directory for dropout prevention programs, but modifications must be approved by the Commissioner. Programs for pregnant students must have a specialized curriculum. Park or wilderness curricula may consist of tutorial services and employability skills.

17.	Coordination	Alternative education programs must be coordinated with social service, law enforcement and juvenile justice agencies.	Same as current law
18.	Implementation	In effect	DOE shall develop a comprehensive manual to assist districts in developing comprehensive plans. 1986-87 is a planning year during which current programs may continue. Dropout prevention program plans take effect August 15, 1987.
19.	Program Cap	District Group II projections accepted in April determine each district's cap for the subsequent year.	No mention of a cap is made in the act.
20.	Parent's Right to a Review of Placement	Parents must be granted an administrative review of the placement of their child into alternative education.	Same as current law
21.	Eligible Grade Levels	Programs may be established for elementary, middle, or high school students.	Same
22.	Studies	None	DOE and Council on Bilingual Education are to study educational services provided to students with limited English proficiency.
23.	Choice of Programs	Districts may implement one or more types of program.	Districts must offer programs in each category or document an absence of need or inability to implement a program.

ANALYSIS OF DROPOUT RATE FOR GRADES 9-12 AS REPORTED BY FLORIDA SCHOOL DISTRICTS FOR THE 1984-85 SCHOOL YEAR

District	Membership (9-12)	Dropout (Number)	Dropout (Percent)
Alachua	7,030	364	5
Baker	982	101	10
Bay	5,563	290	5
Bradford	1,366	71	5
Brevard	15,728	543	3
Broward	41,280	3,179	7
Calhoun	532	28	5
Charlotte	2,980	289	9
Citrus	2,959	166	5
Clay	5,581	228	4
Collier	4,393	330	7
Columbia	2,093	130	6
Dade	67,393	5,318	7
DeSoto	946	117	12
Dixie	448	59	13
Duval	27,750	1,754	6
Escambia	12,547	470	3
Flagler	670	55	8
Franklin	403	45	11
Gadsden	2,041	93	4
Gilchrist	468	29	6
Glades	225	17	7
Gulf	665	8	1
Hamilton	657	46	7
Hardee	1,016	114	11
Hendry	1,344	100	7
Hernando	2,698	113	4
Highlands	2,185	196	8
Hillsborough	33,706	3,286	9

District	Membership (9-12)	Dropout (Number)	Dropout (Percent)
Holmes	948	34	3
Indian River	3,030	296	9
Jackson	2,085	51	2
Jefferson	549	19	3
Lafayette	261	8	3
Lake	5,173	383	7
Lee	9,804	811	8
Leon	6,679	270	4
Levy	1,096	65	5
Liberty	245	16	6
Madison	911	73	8
Manatee	6,130	470	7
Marion	7,596	575	7
Martin	3,310	223	6
Monroe	2,036	130	6
Nassau	2,069	126	6
Okaloosa	6,839	310	4
Okeechobee	1,260	109	8
Orange	24,374	1,277	5
Osceola	3,254	297	9
Palm Beach	23,495	2,631	11
Pasco	8,236	584	7
Pinellas	28,798	2,566	8
Polk	16,585	976	5
Putnam	2,896	220	7
St. Johns	2,372	208	8
St. Lucie	3,882	422	10
Santa Rosa	3,795	127	3
Sarasota	8,036	376	4
Seminole	12,597	402	3
Sumter	1,212	92	7

District	Membership (9-12)	Dropout (Number)	Dropout (Percent)
Suwannee	1,439	77	5
Taylor	824	36	4
Union	356	22	6
Volusia	11,626	686	5
Wakulla	709	38	5
Walton	990	70	7
Washington	1,225	17	1
TOTAL	462,371	32,632	7

BIRTHS TO MOTHERS UNDER 19
BY COUNTY FOR 1984
(Compared to 1983 Rates)

Rank	County	1984		1983		Difference	
		Number	Percent	Number	Percent	Number	Percent
58	Alachua	213	8.1	230	9.3	-17	-1.20
11	Baker	47	15.8	38	13.6	+9	+2.2
44	Bay	186	10.1	198	11.4	-12	-1.3
4	Bradford	58	17.2	42	14.2	+16	+3.0
60	Brevard	334	7.8	333	8.4	+1	-.6
64	Broward	960	7.0	1,003	7.7	-43	-.7
18	Calhoun	19	14.5	28	17.9	-9	-3.4
67	Charlotte	36	6.0	39	6.4	-3	-.4
52	Citrus	65	9.1	70	11.0	-5	-1.9
39	Clay	127	10.4	114	9.9	+13	+.5
54	Collier	137	8.8	186	12.2	-49	-3.4
24	Columbia	84	13.0	101	15.7	-17	-2.7
59	Dade	2,115	8.0	2,199	8.3	-84	-.3
9	DeSoto	54	16.5	53	15.6	+1	+.9
16	Dixie	19	14.6	23	18.4	-4	-3.9
38	Duval	1,198	10.6	1,202	11.0	-4	-.4
46	Escambia	435	10.0	439	10.7	-4	-.7
51	Flagler	14	9.3	16	10.0	-2	-.7
1	Franklin	31	20.8	23	17.3	+8	+3.5
8	Gadsden	122	16.8	151	17.8	-29	1.0
35	Gilchrist	13	10.7	14	12.4	-1	-1.7
18	Glades	11	14.5	9	11.8	+2	+2.7
2	Gulf	30	20.3	25	16.2	+5	+4.1
26	Hamilton	20	12.5	20	12.2	0	+.3
16	Hardee	56	14.6	57	15.4	-1	-.8
12	Hendry	75	15.6	68	14.9	+7	+.7
41	Hernando	63	10.2	82	13.6	-19	-3.4
22	Highlands	95	13.6	91	12.7	+4	+.9
35	Hillsborough	1,234	10.7	1,270	11.4	-36	-.7

Appendix E (continued)

Rank	County	1984 Number	1984 Percent	1983 Number	1983 Percent	Difference Number	Difference Percent
5	Holmes	30	17.1	26	13.7	+4	+3.4
35	Indian River	94	10.7	108	12.6	-14	-1.9
33	Jackson	58	11.1	58	9.8	0	+1.3
30	Jefferson	23	11.7	28	15.5	-5	-3.8
25	Lafayette	7	12.7	8	12.7	-1	0
23	Lake	205	13.1	222	14.4	-17	-1.3
48	Lee	315	9.8	323	10.6	-8	-.8
65	Leon	157	6.7	162	6.9	-5	-.2
29	Levy	38	12.0	34	10.5	+4	+1.5
27	Liberty	8	12.3	5	7.8	+3	+4.5
7	Madison	45	17.0	45	17.4	0	-.4
28	Manatee	277	12.2	262	12.6	+15	-.4
32	Marion	266	11.6	268	12.5	-2	-.9
41	Martin	93	10.2	89	10.4	+4	-.2
62	Monroe	70	7.2	64	6.8	+6	+.4
48	Nassau	59	9.8	67	12.1	-8	-2.3
62	Okaloosa	170	7.2	190	8.5	-20	+1.30
13	Okeechobee	68	15.1	53	11.6	+15	+3.5
39	Orange	899	0.4	851	10.5	+48	-.1
55	Osceola	92	8.7	120	12.4	-28	-3.7
53	Palm Beach	812	9.0	810	9.7	+2	-.7
46	Pasco	226	10.0	249	11.6	-23	-1.6
57	Pinellas	677	8.2	693	8.9	-16	-.7
21	Polk	751	13.7	755	13.9	-4	-.2
15	Putnam	124	14.7	121	14.4	+3	+.3
50	St. Johns	82	9.5	86	10.7	-4	-1.2
30	St. Lucie	201	11.7	204	12.1	-3	-.4
61	Santa Rosa	81	7.7	77	7.6	+4	-.1
66	Sarasota	150	6.5	174	8.5	-24	-2.0
56	Seminole	254	8.5	213	7.8	+41	-.7
5	Sumter	66	17.1	56	15.2	+10	+1.9
20	Suwannee	46	13.8	54	14.3	-8	-.5

Rank	County	1984 Number	1984 Percent	1983 Number	1983 Percent	Difference Number	Difference Percent
10	Taylor	48	16.1	38	14.2	+10	+1.9
44	Union	14	10.1	24	17.6	-10	-7.5
41	Volusia	369	10.2	339	10.1	+30	+.1
34	Wakulla	18	10.9	15	8.7	+3	+2.2
14	Walton	43	15.0	36	13.4	+7	+1.6
3	Washington	37	18.4	37	16.9	0	+1.5
	TOTAL	14,824		15,088		-264	

Source: Florida Bureau of Vital Statistics, September 1985

APPENDIX F

Submit completed form no later than December 1, 1986 to:
Administrator
Dropout Prevention/Alternative Education
Florida Department of Education
Knott Building (Room 34L Collins)
Tallahassee, Florida 32399

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS

COMPREHENSIVE DROPOUT PREVENTION PROGRAM PLAN

Date Received by DOE

(1) DISTRICT:	(2) CONTACT PERSON:	(3) CONTACT PERSON TITLE:	(4) CONTACT PERSON PHONE:

(5) CONTACT PERSON MAILING ADDRESS: City Zip	(6) PREPARED BY: (if different from contact person)

(7) CERTIFICATION:

The filing of this application has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I, _____, do hereby certify that all facts, figures, and representations made in the application are true and correct. Furthermore, all applicable statutes, State Board of Education Rules, and procedures for fiscal control and records maintenance will be implemented to ensure proper accountability for funds distributed for this project.

_____ _____
Signature of Superintendent of School District Date of Governing Board Approval

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner

INSTRUCTIONS

Complete the reverse side and attach as a cover sheet to the District's Comprehensive Dropout Prevention Plan.

(A) District/Agency Name _____

(B) Program Name _____

(C) Effective Approval Date _____

(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number _____

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of ___/___/___	(6) Undisbursed Balance	(7) Current Disbursement Reported
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
FEDERAL PROGRAMS ONLY		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page ___ of ___

Certified Correct _____
Finance Officer or Authorized Representative

Date ___/___/___

DOE USE

Audited by: _____
Date: ___/___/___

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

PROJECT BUDGET SUMMARY

Complete Items (A) and (E), and (B) if not preprinted. Leave Items (C), (D), and (F) through (H) blank. Check (x), in the box provided below the title, to indicate that this is a Project Budget Summary.

Columns

(1) - (2) *School District Applicants:* Use the four digit function and three digit object numbers as required in exhibits I and II of a Manual ... Financial and Program Cost Accounting and Reporting For Florida Schools. The first two digits of each function and object number must be the same as those required in exhibits I and II. Examples are: 5000 - 100; 6100 - 200; 5000 - 310; 6300 - 640.

Other Agency Applicants: Use the major budget categories as defined in the agency's accounting system.

(3) *School District Applicants:* Use the account titles provided in exhibits I and II for the required function and object numbers. Do not breakdown budget disbursements beyond the second digit of the object.

Other Agency Applicants: Use the account titles provided in the agency's accounting system for the account number listed in Columns (1) and (2).

(4) For each account name, indicate the budget amount requested for funding under this project.

(5) - (7) Leave Blank.

Rows

(8) - (10) Provide the total for Column (4) on the last page in Rows (8) - (10). Federal projects only must complete Rows (9) and (10).

(11) Leave blank.

Item

(12) The Finance Officer or authorized representative must certify and date the Project Budget Summary on the last page.

DISBURSEMENT REPORT

Complete Items (A) through (H). Check (x), in the box provided below the title, to indicate that this is an interim or a final report (a final report is that report which closes out the project).

Federal Programs: Submit two copies by the 20th of each month following the month of disbursement to: Comptroller's Office, Florida Department of Education, Knott Building, Tallahassee, Florida 32301.

State Programs: Do not submit disbursement reports unless instructed to do so by the Comptroller's Office or the state grant program.

Columns

(1) - (4) Use the latest approved copy of Project Budget Summary as amended.

(5) Complete by reporting total project disbursements as of the date indicated at the top of the column.

(6) Complete by subtracting Column (5) from Column (4).

(7) Complete by reporting all current disbursements. Enter the difference between the amount shown in Column (5) on the previous disbursement report and Column (5) of this report.

Rows

(8) - (10) Complete Rows (8) - (10) only on last page. The totals for Columns (4) - (7) must represent the complete project status. Federal projects only must complete Rows (9) - (10).

(11) In Column (4), report as federal program income only proceeds from the sale of equipment for which the acquisition cost was $1,000.00 or more. In Column (5), complete by reporting total disbursements from program income as of the date indicated at the top of Column (5). In Column (6) complete by subtracting Row (11), Column (5) from Row (11), Column (4). In Column (7), complete by reporting current disbursements from program income. Enter the difference between Row (11), Column (5) on the previous disbursement report and Row (11), Column (5) of this report.

Item

(12) The Finance Officer or authorized representative must certify and date the project disbursement report on the last page.

SOURCES OF ADDITIONAL FUNDING

School districts may need additional "start up" funds to implement new dropout prevention programs for high risk students. Therefore, districts are encouraged to be resourceful and creative in identifying and pursuing funding sources for dropout prevention and retrieval programs.

It may be difficult to determine the most appropriate sources for specific need areas. Most sources of funding can be located within the following broad categories:

- Federal agencies
- State Agencies
- County/local agencies
- Private foundations
- Business/private donations

A person who is not experienced in grant applications could benefit by initially consulting a "how to" book or funding directory, such as:

The Annual Register of Grant Support
National Register Publishing Company
3004 Glenview Road
Wilmette, IL 60091

Catalog of Federal Domestic Assistance
Federal Register and Commerce Business Daily
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

National Technical Information Service
U.S. Department of Commerce
Springfield, VA 22161

Federal Agencies

Direct application to federal agencies traditionally has been a rich source of funding for nonprofit service and educational programs. Recently, in an attempt to decentralize government support services, allocations have been appropriated to each state via block grants for statewide distribution. However, it is possible to obtain information, technical assistance, and funding directly from some federal agencies.

Examples of federal agencies or information services that might be appropriate to contact include:

Federal Research Report
Business Publishers, Inc.
P.O. BOX 1067
Blair Station
Silver Springs, MD 20910

Federal Grants and Contracts Weekly,
Education Daily, and Report on Education Research
Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, NW
Washington, D.C. 20037

National Institute of Child Health and Human Development
Bethesda, MD 20205

National Institute of Mental Health
5600 Fishers Lane, Parklawn Building
Rockville, MD 20857

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

National Institute of Drug Abuse
5600 Fishers Lane
Parklawn Building
Rockville, MD 20857

National Science Foudnation
1800 G Street, NW
Washington, D. C. 20550

State Agencies

State agencies are increasingly becoming valuable resources for obtaining information, technical assistance and funding for research and direct service programs. As previously mentioned, federal block grants have bolstered state resources, and both large and small grant applications are being administered through various state agencies.

A state agency central office may refer a request for information, technical assistance or funding application to a local or district office. The state level is, however, the best place to begin. Examples of agencies that may be appropriate to contact for dropout related efforts include:

Department of Education
Dropout Prevention/Alternative Education Section
Knott Building
Tallahassee, Florida 32399
(904)488-3509

Department of Education
Student Services Section
Knott Building
Tallahassee, Florida 32399
(904)488-8974

Department of Education
Division of Vocational Education
Knott Building
Tallahassee, Florida 32399
(904)488-7153 (Special Programs) or
(904)488-2730 (JTPA)

Florida Department of Health and Rehabilitative Services
Division of Alcohol, Drug Abuse and Mental Health
1317 Winewood Boulevard
Tallahassee,Florida 32301
(904)488-0396

Juvenile Justice and Delinquency Prevention
Department of Health and Rehabilitative Services
Department of Juvenile Justice
Building 2, Room 432
1323 Winewood Boulevard
Tallahassee, Florida 32301
(904)488-7721

Department of Labor and Training Division
Job Services of Florida
Atkins Building, Suite 300
1320 Executive Center Drive
Tallahassee, Florida 32301
(904)488-7228

Juvenile Welfare Board
Department of Health and Rehabilitative Services
1323 Winewood Boulevard
Tallahassee, Florida 32301
(904)488-7721

Bureau of Community Assistance
Division of Housing and Community Development
Department of Community Affairs
2571 Executive Center Circle East
Tallahassee, Florida 32301
(904)488-7956

Local Agencies

A county or district level agency may be a good funding source for special dropout prevention efforts. It should be noted, however, that considerable variation in resources exists among counties in Florida. Examples of local or regional agencies that may be appropriate to contact for assistance in dropout prevention efforts include:

County Public Information Service
Chamber of Commerce
Local civic and service organizations
United Way
YMCA/YWCA
Job Services of Florida
Parks and Recreational Division
JTPA Regional Offices
Federal Compensatory Education Regional Offices
Department of HRS District Program Offices

Section VI contains a more complete list of local agencies.

Foundations

Private foundations have traditionally played an important role in funding special projects. Usually foundations do not provide special assistance in the area of program development, information, or technical assistance. Also, foundation grants may not be as available or stable from year to year as some public sources. On the other hand, many individuals report that foundation grants often have fewer procedural requirements than many public funding sources.

Sources of information about foundation grants, and examples of foundations which have funded dropout prevention programs in Florida include:

Foundation Directory, Edition 7
Columbia University Press
136 South Broadway
Irvington, N.Y. 10533

The Foundation Center
888 Seventh Avenue
New York, NY 10019 or
1001 Connecticut Avenue, NW
Washington, D.C. 20036

The Carnegie Corporation
437 Madison Avenue
New York, N.Y. 10022
(212)371-3200

The Ford Foundation
320 East 43rd Street
New York, NY 10017

The Johnson Foundation
Post Office Box 547
Racine, Wisconsin 53401
(414)639-3211

The Prudential Foundation
Prudential Plaza, 15th Floor
Newark, N.J. 07101
(201)877-6107

American Express Foundation
American Express Plaza
New York, NY 10004
(212)323-3477

Kellogg (W.K.) Foundation
400 North Avenue
Battle Creek, MI 49016
(616)968-1611

The Rockefeller Foundation
1133 Avenue of the Americas
New York, NY 10036
(212)869-8500

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502

National Education Association
1201 16th Street, NW
Washington, D. C. 20036

IBM Corporation
Armonk, NY 10504
(914)765-1900

Business or Other Private Sources

The final category of possible sources for dropout prevention efforts includes local businesses, community service organizations, and private donations. Local business, private citizens, and corporations which have headquarters in a school district often have a keen interest in providing quality educational services and reducing the school dropout rate.

School personnel involved with the initiation, development, and administration of dropout prevention efforts should consider their local community resources as potentially the most valuable. Many dropout prevention efforts throughout the state are funded solely or in part by community sponsors. Local community sources also can help by providing fundraisers, volunteers, and technical assistance. Such help can be philanthropic, or a partnership can be formed with the school to achieve mutual goals.

Many local community agencies may increase their efforts to supplement and support school district dropout prevention programs by applying to the Florida Department of Education for a community based dropout prevention grant. The 1986 Legislature appropriated $1,000,000 for this program. School districts currently working in cooperation with public or private nonprofit agencies should encourage them to apply.

Grant applications may be obtained by writing to:

Administrator
Dropout Prevention/Alternative Education Section
Florida Department of Education
Knott Building, Room 34-L Collins
Tallahassee, Florida 32399
(904)487-3510

Florida Department of Education
Division of Public Schools
Knott Building
Tallahassee, FL 32399

Douglas W. Crawford
Director, Division of Public Schools

DROPOUT PREVENTION TASK FORCE

Cecil G. Carlton, Jr.
Chief, Bureau of Compensatory Education, Chairman

Bureau of Curriculum Services

Michael Tremor, Supervisor, Academic Programs

Bureau of Education for Exceptional Students

Nancy Thomas, Program Specialist, Interagency Liaison

Bureau of Program Support Services

Don Darling, Administrator, Student Services
Janice Smith-Dann, Program Director, Florida Statewide Assessment
Lavan Dukes, Administrator, Education Information Services

Bureau of Compensatory Education

Retha Nero, Supervisor, Program Support Services
Joel Murphree, Administrator, Dropout Prevention/Alternative Education
John Winn, Program Specialist, Dropout Prevention/Alternative Education

Division of Vocational Education

James A. Barge, Director, Special Projects

Legislative Staff

Dorothy Routh, Policy Analyst, Senator Betty Castor's staff
Linda Harris, Legislative Analyst, Senate Education Committee
Mary Wolfgang, Staff Director, House Education Committee

NOTE: The Dropout Prevention/Alternative Education Section, Bureau of Compensatory Education maintains a list of district alternative education contact persons. This list is available upon request.

University of Miami
Center for Dropout Prevention
Post Office Box 248065
Coral Gables, Florida 33124
(305)284-3166

Robert J. Simpson, Ed.D.
Dean, School of Education and Allied Professions

Nancy Peck, Ed.D.
Director, Center for Dropout Prevention

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Coordinator, Center for Dropout Prevention

Evaluation Team

Geoffrey Alpert, Ph.D.
Gil Cuevas, Ph.D.
Maria L. Llabre, Ph.D.

NOTE: The Center for Dropout Prevention is publishing a directory of resource persons and dropout prevention programs in Florida. This document, entitled Florida Network Directory, is being disseminated to school districts in September, 1986. Additional state and national resource persons may be identified by contacting the Department of Education or University of Miami Dropout Prevention staff.

PROGRAM DESCRIPTION CHECKLIST

For each program description to be included in the comprehensive dropout prevention plan, check for the presence of each of the components listed below.

	Component	Completed
1.	Goals and Objectives	_____
2.	Specific Student Eligibility Criteria	_____
3.	Student Admissions Procedures	_____
4.	Program Operating Procedures	_____
5.	Qualifications of Program Personnel	_____
6.	Staff Development Activities	_____
7.	Evaluation Procedures	_____
8.	Proposed Budget (FA 399 form)	_____
9.	Parent, Community, or Business Involvement Activities*	_____
10.	Employability Skills and Career Awareness Activities*	_____

*If not addressed in the general section under "Program Operating Procedure"

NOTE: Refer to any course modifications (described in the general section) that apply to the program.

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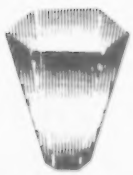

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